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CAUT ACPPU

BULLETIN

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Coming this September
CAUT Almanac of Post-Secondary Education in Canada

Fed's Budget Disappointing for PSE

THE first budget of the new Conservative majority in the House of Commons received a critical response from the organization representing Canada's post-secondary academic staff.

"The Harper government ignored skyrocketing student debt levels and tuition fees and failed to provide sufficient funding for scientific research," said CAUT executive director James Turk.

He acknowledged commitments to fund Genome Canada, climate science and the Indirect Costs Program for university research support as outlined in the federal budget are steps in the right direction, but he said not nearly enough new money is provided for the three granting councils that fund most of Canada's vital basic research.

"The apparent funding boost under the budget will barely cover inflation and cuts made in 2009," Turk said.

He also reiterated CAUT's concerns that the government is continuing to make political choices to flow substantial new research funding to centres like the Perimeter Institute and the Regional Research Institute in Thunder Bay, bypassing the granting councils.

"The history of scientific progress demonstrates that research priorities are best set by the scientific community through peer review, not politicians or other special interests."

According to Turk, Canada's future as a major industrialized country depends in significant part on maintaining its tradition of important basic research, the main portion of which is carried out by university-based researchers.

"That level of basic research will not happen without more government support for the granting councils," he said.

"Unfortunately in this budget the federal government is showing its misplaced priorities. You build a better society by investing in education, not in overpriced fighter jets and more prisons." ■

PHOTO: JOEL BLIT / SHUTTERSTOCK.COM

The federal budget introduced June 6 was virtually identical to the March 22 budget, with two new measures and updated figures, including a promise to balance the books one year sooner.

L'EPS absente des priorités budgétaires

LE premier budget du nouveau gouvernement conservateur majoritaire suscite de vifs commentaires critiques de la part de l'organisme chargé de représenter le personnel académique des établissements d'enseignement postsecondaire au Canada.

« Le gouvernement Harper a fait fi du fardeau alourdissant de la dette étudiante et des frais de scolarité et n'a pas fourni un financement adéquat à la recherche scientifique », a déclaré le directeur général de l'ACPPU, James Turk.

Si ce dernier reconnaît que les engagements pris de financer Génome Canada, les sciences du climat et le Programme des coûts indirects à l'appui de la recherche universitaire constituent des pas dans la bonne direction, il déplore néanmoins l'insuffisance criante de nouveaux fonds alloués aux trois conseils subventionnaires qui s'occupent de financer la plus grande partie de la recherche fondamentale capitale au Canada.

« L'augmentation apparente des crédits budgétaires suffira à peine à couvrir l'inflation et les compressions opérées en 2009 », souligne M. Turk.

L'ACPPU est préoccupée, réitère-t-il, de voir le gouvernement continuer, par choix politique, d'accorder une masse considérable de nouveaux fonds de recherche à des centres tels que l'Institut Perimeter et le Regional Research Institute de Thunder Bay, sans passer par les conseils subventionnaires.

« L'histoire des progrès scientifiques démontre que les scientifiques eux-mêmes, grâce à l'examen par les pairs, sont les mieux placés pour établir les priorités de recherche, et non pas les politiciens ni d'autres groupes d'intérêts spéciaux. »

Selon M. Turk, l'avenir du Canada en tant que grand pays industrialisé repose dans une très large mesure sur le maintien de sa riche tradition de recherche fondamentale, dont l'essentiel est assuré par les chercheurs universitaires.

« Cette tradition ne pourra être préservée sans un appui plus important du gouvernement aux organismes subventionnaires », note-t-il.

« Dans ce budget, malheureusement, le gouvernement ne s'attaque pas aux vraies priorités. C'est en investissant dans l'éducation, non pas en achetant des chasseurs à réaction excessivement chers et en multipliant les établissements pénitentiaires, que l'on construit une meilleure société. » ■

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2705, promenade Queensview Drive
Ottawa (Ontario) K2B 8K2
Tel: 613-820-2270 / Fax: 613-820-2417
duhaime@caut.ca

President / Président
Wayne Peters

Executive Director / Directeur général
James Turk

Managing Editor / Rédactrice en chef
Liza Duhaime

Advertising / Publicité
Rosa Laboccetta (ads@caut.ca)

Circulation / Diffusion
Nicole Gagné (gegne@caut.ca)

Graphic Design / Graphisme
Kevin Albert

Editoriel Board / Comité de rédection
Wayne Peters — James Turk
Panni Stewart — David Robinson
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COMMENT
OPINIONS

LETTERS

NSERC evaluation procedures troubling

The implications of NSERC's new evaluation procedures for smaller universities are deeply troubling. As Paul Sanborn points out (Letters, *Bulletin*, May 2011) NSERC's increased emphasis on highly qualified personnel (HQP) lies at the heart of our concerns.

Let us be clear; we at the primarily undergraduate universities are in the business of training HQP. Frequently they are undergraduate HQP. If our university has a masters program or we have adjunct status at a larger university, we may train some graduate students as well.

In six years at the University of Winnipeg, I have trained three graduate students and served on several graduate committees. And yet it was common, even before the recent changes, to receive grant reviews that said things such as "it is hard to see how Prof. Park will fulfill his research agenda when he has limited access to HQP."

The new rules have made me and my colleagues fearful for the future of our research. Our research office has written to NSERC seeking clarification on how smaller universities are to be treated. However, it is far from clear that NSERC is hearing the messages coming from smaller institutions, or has any better appreciation of our circumstances than in the past.

Uncertainty breeds paranoia, and some of us are now entertaining the notion that when NSERC says "HQP" it is really saying "PhD." And yet every PhD student was once an undergraduate. My honours students have gone straight into PhD programs, into law school, and into education. Is NSERC going to acknowledge my role in preparing these young people for their higher training? We do not know. Is NSERC going to recognize that profs from small universities also train graduate students? No idea.

What we need from NSERC is a pronouncement — written in plain English and not their usual fog of bureaucratic prevarication — that clarifies just how applicants from small universities, and their HQP in particular, are going to be treated.

Andrew Park
Biology
University of Winnipeg

COMMENTARY

Wise Up to the Modern World

By PHIL BATY

— PHOTO: PETER BAUHUIS —

To succeed in the 21st century, graduates will need much more than a narrow range of skills offered by an outdated academy

A wise person, according to the psychologist Barry Schwartz, is like a jazz musician. Both refer to the notes on the page "but dance around them, inventing combinations that are appropriate to the situation and people at hand."

They know "when and how to make the exception to every rule" and "when and how to improvise," Schwartz explained in a 2009 talk for the ideas network, TED. The wise person can handle real-world problems — those complex, ill-defined challenges whose contexts and parameters shift constantly.

His riff was picked up by another Schwartz — Steven, the vice-chancellor of Macquarie University in Australia. In his 2010 vice-chancellor's lecture, he said the sector had to "wise up" and "restore wisdom to universities."

Professor Schwartz lamented that universities "were once about character building but now ... are about money." In this "age of money," he continued, courses are increasingly vocational, designed to train graduates for their first job: in law, accounting and pharmacy, "but also golf-course management, contemporary circus performance, hairdressing salon management ...

"Politicians and universities often refer to skills shortages. Apparently we need more circus performers and salon managers. But no one seems to worry about a shortage of philosophers, historians and ethicists."

The UK government's higher education reforms place English universities more squarely than ever in the "age of money," with a market and a bottom line to mind.

With evidence already emerging that a drive to introduce more vocationalism into the curriculum is pushing out arts, humanities and social science degrees ahead of the total removal of public funding from such courses, Schwartz's warnings have proved prescient.

It is more important than ever that institutions and academics understand the working environment that their graduates will enter so that they can prepare them properly. Today's graduate will change career — not job, note — four to six times in a lifetime, according to the U.S. Bureau of Labor Statistics. And that is not the only uncertainty they face: some predict that 65 per cent of the jobs that will be available eight years from now — when those currently entering secondary school look to start a career — do not even exist yet.

So how are universities rising to the challenge of preparing young people for this unpredictable future? Collectively, not very well. Most continue to do a "good job of training them for the 20th century," Duke University's Cathy Davidson claims [on her *Now You See It* book blog]. With their focus on specialization, on individual achievement, on quantifying outcomes, universities are, she argues compellingly, making students "experts in obsolescence."

The "21st-century literacies" needed in today's workplace are very different: new interpersonal, synthesizing, organizing and communication skills.

Which sounds a lot like what a good jazzman needs. But inventiveness and adaptability in a musician has to be nurtured, and it is the same with wisdom.

Surely it is the most important role of universities to provide, promote and foster wisdom — in themselves and others. Barry Schwartz said in his TED conference talk: "A wise person is made, not born ... (they) need to be mentored by wise teachers." ■

Phil Baty is deputy editor of the UK-based Times Higher Education.

Editorial reprinted with permission from the 28 April 2011 edition of Times Higher Education (www.timeshighereducation.co.uk).

The views expressed are those of the author and not necessarily CAUT.

PRESIDENT'S COLUMN

Copyright Law Must Strike a Proper Balance

By WAYNE PETERS

It is a great pleasure to be writing my first of many "president's columns" for the *Bulletin*. I was elected president at the association's Council meeting on May 7, after having served as vice-president for the past three years and as a delegate to Council for four years before that. I have also served over the past seven years as the president and past president of my local association at the University of Prince Edward Island where I am an associate professor in the engineering department.

As always, I am struck by the breadth of the issues with which CAUT deals as evidenced by the agenda at this past Council meeting. On the other hand, I am continually amazed by the quality and remarkable commitment of the individuals involved who take on the tasks at hand and who provide CAUT with the capacity to respond to these issues. One such issue is copyright and how it affects our academic work. I would like to use my first column, then, to talk about CAUT's efforts to provide insight and practical advice on this front.

As you are keenly aware, one of the prerequisites for the creation, advancement and dissemination of knowledge is the ability to access, study, expand and share our works and the works of others. This is fundamental to the scholarship and teaching of all academics and the missions of our universities and colleges across Canada. In this way, new knowledge is built on existing knowledge.

There are, however, rules for how this should happen. The access to and use of much of the material and information that is published, including our own, is governed by copyright law which strives to strike a balance between the rights of the owners and those of the users. Since academics occupy the position of being both owners and users, it is critically important for each of us to understand the rules. This will help ensure not only that owners are appropriately remunerated and acknowledged for their work but also that the body of knowledge that is out there can be accessed as freely and as openly as possible.

In certain circumstances copyright law allows users to copy and use protected material without payment to the copyright holder. But it is critical that academics understand the limits of the allowances in these circumstances. And it is equally important for academics to vigorously employ and defend their right to that free access and use.

The law in part draws on existing customs and practices within our institutions and communities to define appropriate and fair use of copyrighted work. So, practice makes practice. Also, certain sections of the copyright law recognize individual judgment as the means to assessing the appropriateness and fairness of the use. In this context, we must proceed with prudence and sound judgment but without a level of trepidation which might lead us to individually impose uncalled for restrictions on our free use of protected information in circumstances which the law fully intended to be appropriate and fair.

Navigating the waters of copyright law is no easy task. And, recently, there has been much confusing and conflicting advice from groups of interested stakeholders. In response, CAUT has continued its work on copyright by developing a set of guidelines to assist in determining when copyrighted material may be copied or used without permission from or payment to the copyright owner.

These guidelines, which can be found on the CAUT website, clarify copying rights and provide direction on their lawful exercise. In the document, CAUT takes the position that the interests of both owners and users must be treated fairly, and that there must be a balance between the rights of creators and owners and the free access to and use of copyrighted material.

It is CAUT's hope that these guidelines will empower and equip us to more vigorously employ and defend our rights to use copyrighted material. This is particularly important in light of the much more cautious approaches taken by some of our institutions in discouraging and restricting the copying of works that would otherwise be appropriate and fair, and to limit what can be put on library reserve even though such practice has nothing to do with copyright. Such actions must be resisted as they only lead to an undermining of the full academic mission espoused by our institutions and enjoyed by each of us in our scholarly work and teaching.

Further, CAUT hopes that these guidelines will inform our discussions on copyright and serve as a basis for the development or revision of institutional policy that is appropriate and fair for both owners and users. ■

LE MOT DU PRÉSIDENT

La loi sur le droit d'auteur doit établir un juste équilibre entre les droits des titulaires et des utilisateurs

Par WAYNE PETERS

C'est pour moi un immense plaisir de publier ce mois-ci dans le *Bulletin* ma première rubrique en tant que président de l'ACPPU. J'ai été élu à ce poste, le 7 mai, lors de l'assemblée du Conseil de l'association, après avoir exercé la charge de vice-président ces trois dernières années et, auparavant, assuré la fonction de délégué au Conseil pendant quatre ans. J'ai de même assumé, ces sept dernières années, la présidence et la vice-présidence de mon association locale à l'Université de l'Île-du-Prince-Édouard où j'occupe le poste de professeur agrégé au département de génie.

Je ne cesse d'être impressionné et épaté par le large éventail des dossiers traités par l'ACPPU – comme en fait notamment foi l'ordre du jour de la dernière assemblée du Conseil –, tout comme par la qualité et l'engagement remarquables des personnes qui mènent à bien les tâches à accomplir et qui dotent l'ACPPU des moyens et de l'expertise nécessaires pour répondre aux enjeux auxquels elle est confrontée. Au nombre des questions qui l'intéressent au plus haut point figurent le droit d'auteur et ses répercussions sur le travail du personnel académique. C'est pourquoi j'aimerais consacrer ma première rubrique aux efforts déployés par l'ACPPU pour être en mesure d'offrir des conseils judicieux et pratiques en la matière.

Comme vous le savez parfaitement, la création, le développement et la diffusion du savoir passent nécessairement par la capacité de consulter, d'étudier, d'enrichir et de partager nos travaux et ceux des autres. C'est là un principe fondamental des activités de recherche et d'enseignement poursuivies par les membres du personnel académique et de la mission des universités et des collèges partout au Canada. C'est ainsi que les nouvelles connaissances se développent sur la base des connaissances existantes.

La façon, toutefois, dont cela devrait se dérouler obéit à certaines règles. Les modalités d'accès et d'utilisation d'une grande partie des documents et de l'information qui sont publiés, y compris les nôtres, sont régis par le droit d'auteur, qui vise à trouver un équilibre entre les droits des propriétaires et ceux des utilisateurs. Comme les membres du personnel académique peuvent être à la fois des titulaires du droit d'auteur et des utilisateurs de ressources protégées par le droit d'auteur, il est extrêmement important que chacun d'entre nous en comprenne bien les règles. Cela permettra de garantir non seulement que les titulaires sont rémunérés et reconnus comme il se doit pour leurs oeuvres, mais aussi que le fonds des connaissances disponibles est accessible à tous dans la plus large mesure du possible.

Si le droit d'auteur reconnaît certaines utilisations des oeuvres protégées sans payer le titulaire du droit d'auteur, il n'en reste pas moins crucial que les universitaires soient bien au fait des limites des circonstances autorisées et qu'ils exercent et défendent énergiquement leur droit de libre accès et de libre utilisation.

La loi s'inspire en partie des coutumes et pratiques en vigueur au sein de nos établissements et de nos communautés pour définir les utilisations appropriées et équitables des oeuvres protégées par le droit d'auteur. Ainsi va le concept de « la pratique par la pratique ». Par ailleurs, certaines dispositions de la loi sur le droit d'auteur reconnaissent que la détermination du caractère approprié et équitable d'une utilisation relève du jugement de chaque personne. Dans ce contexte, nous devons user de prudence et de discernement, mais sans le degré d'appréhension qui pourrait nous amener à imposer individuellement des restrictions injustifiées à notre libre utilisation d'informations protégées dans des circonstances jugées tout à fait appropriées et équitables par la loi.

Naviguer dans les méandres du droit d'auteur n'est pas chose aisée. Qui plus est, ces derniers temps, les avis largement contradictoires émis par les divers groupes d'intervenants concernés portent la confusion à son comble. De son côté, l'ACPPU a continué à travailler sur le dossier du droit d'auteur en élaborant des lignes directrices pour aider à déterminer les cas où les documents protégés par le droit d'auteur peuvent être reproduits ou utilisés sans obtenir l'autorisation du titulaire de ce droit ni lui verser une somme à titre de dédommagement.

Ces lignes directrices, qui peuvent être consultées sur le site web de l'ACPPU, clarifient les droits de reproduction et précisent les cas où ceux-ci peuvent être exercés légalement. L'ACPPU fait valoir dans ce document l'obligation de soupeser équitablement les intérêts des titulaires du droit d'auteur et des utilisateurs, ainsi que la nécessité d'établir un équilibre entre, d'une part, les droits des créateurs et des titulaires et, d'autre part, le libre accès aux documents protégés par le droit d'auteur et leur libre utilisation.

L'ACPPU espère que ces lignes directrices nous donneront les moyens d'exercer et de défendre avec plus de fermeté nos droits d'utiliser des documents protégés. Cette approche est particulièrement importante eu égard à la plus grande prudence qu'affichent certains de nos établissements en décourageant et en restreignant la reproduction d'oeuvres qui serait normalement considérée comme appropriée et équitable, et en limitant les documents et les ouvrages mis en réserve dans les bibliothèques alors que cette pratique n'a rien à voir avec le droit d'auteur. Ces mesures doivent être écartées car elles ne font que saper la mission pédagogique globale dont sont investis nos établissements et qui profite à chacun de nous dans l'exercice de nos activités de recherche et d'enseignement.

L'ACPPU espère également que ces lignes directrices éclaireront nos débats sur le droit d'auteur et poseront les jalons de l'élaboration ou de la révision de politiques institutionnelles appropriées et équitables tant pour les titulaires du droit d'auteur que pour les utilisateurs. ■

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PRIX POUR SERVICES INSIGNES

Local Members Honoured

Thirty-three members of academic staff associations were honoured this year with Dedicated Service Awards. CAUT sponsors the awards, which recognize individuals who have an exceptional record in local association service activities. Recipients are nominated by their association and the award is presented as a certificate and CAUT lapel pin. There is no limit to the number of Dedicated Service Awards made each year. The award recipients for 2010–2011 are listed below.

Des membres à l'honneur

L'ACPPU a décerné cette année le prix pour services insignes à trente-trois membres d'associations de personnel académique. Ce prix a été créé pour récompenser des personnes qui contribuent de façon remarquable aux activités de leur association locale. Les lauréats, nommés par leur association, reçoivent un certificat commémoratif et une épinglette à l'effigie de l'ACPPU. Il n'y a pas de limite au nombre de prix décernés chaque année. Les lauréates et lauréats de ce prix pour 2010-2011 sont :

Acadia University
Université Acadia
Janice Best
Erin Patterson

Bishop's University
Université Bishop's
Nelly Khouzam
Ginny Stroeher

Brandon University
Université Brandon
Bruce Forrest

Lakehead University
Université Lakehead
Gerald Phillips

McMaster University
Université McMaster
Lorraine Allan
Henry Jacek
Les Robb

Memorial University of Newfoundland
Université Memorial de Terre-Neuve
Malcolm Grant

Mount Saint Vincent University
Université Mount Saint Vincent
Peter Glenister

Royal Military College of Canada
Collège militaire royal du Canada
Peter Dunnett
Rodney Harris-Lowe

Royal Roads University
Université Royal Roads
Chris Duff

Ryerson University
Université Ryerson
David Checkland

Saint Mary's University
Université Saint Mary's
Judy Haiven
Larry Haiven
Ron Houlihan
Renee Hulan
Marc Lamoureux
Sally Wood

St. Francis Xavier University
Université St. Francis Xavier
Elaine MacLean

University of Lethbridge
Université de Lethbridge
Richard Epp
Rex Forsyth

University of Manitoba
Université du Manitoba
Brenda Austin-Smith
Brad McKenzie

University of New Brunswick
Université du Nouveau-Brunswick
David Bell
Jula Hughes
Lloyd Waugh

University of Saskatchewan
Université de la Saskatchewan
Eric Neufeld

University of Waterloo
Université de Waterloo
R. Jock MacKay
Metin Renksizbulut

Université de Moncton
Michèle Caron

CAUT STANDING COMMITTEES
COMITÉS PERMANENTS DE L'ACPPU

Academic Freedom & Tenure
Liberté académique et permanence de l'emploi

Len Findlay† // Saskatchewan
Mark Gabbert // Manitoba
Tom Friedman // FPSE-Thompson Rivers
Paul Handford // Western Ontario
Elizabeth Hodgson // UBC
Toni Samek // Alberta
Jamie Cameron // York
Allan Manson // Queen's
Anthony Stewart // Dalhousie

Collective Bargaining & Economic Benefits
Négociation collective et avantages économiques

Brenda Austin-Smith† // Manitoba
Annette Burfoot // Queen's
Scott Prudham // Toronto
Linda St. Pierre // Laurentian
Bill McConnell // FPSE-North Island
Jula Hughes // UNB
Gordon Swaters // Alberta
Geoff Hudson // NOSM

Contract Academic Staff
Personnel académique contractuel

Leslie Jermyn† // CUPE 3902
George Davison // FPSE
Rick Gooding // UBC
Sandra Hoenle // Calgary
Peter Little // Acadia
Kelly MacFarlane // Alberta
Cathy Christie // Queen's

Librarians
Bibliothécaires

Francesca Holyoke† // UNB
Betty Jeffery // UPEI
Michael Skelton // Wilfrid Laurier
Samuel Trosow // Western Ontario
Chris Adams // Saskatchewan
Karen Jensen // Concordia
Sandra Hochstein // Douglas College
Erin Patterson // Acadia

Diversity Council
Conseil de la diversité

Doreen Fumia, Co-Chair // Co-présidente // Ryerson
Eve Haque, Co-Chair // Co-présidente // York

Two members of the Diversity Council are named by each of the following working groups: women academic staff, racialized academic staff, academic staff with disabilities, and lesbian, gay, bi-sexual, transgendered, queer and 2-spirited academic staff.

Deux membres désignés par chacun des groupes de travail ci-après siègent au Conseil de la diversité : le personnel académique féminin, le personnel académique racialisé, le personnel académique ayant un handicap, et le personnel académique lesbien, gai, bisexuel, transgenre, allosexuel et bi-spirituel.

† Denotes committee chair.
The CAUT president is an ex-officio (voting) member and the executive director is an ex-officio (non-voting) member of all CAUT standing committees.

† Celui ou celle qui préside.
Le président de l'ACPPU (votant) et le directeur général (non-votant) sont membres d'office de tous les comités permanents de l'ACPPU.

Maureen Shaw Recognized for Advocacy

MAUREEN Shaw, a vice-president of the Kwantlen Faculty Association and former president of BC's Federation of Post-secondary Educators (FPSE), was presented with CAUT's Sarah Shorten Award in May for her many contributions to the advancement of women in post-secondary education.

Shaw, who is retiring after a 35-year career as an educator and union activist, is well known for her work on equity and women's rights, and for her leadership role in the legal challenge of legislation introduced by the BC government in 2002 that removed restrictions in class sizes from faculty collective agreements. The BC Supreme Court eventually ruled in labour's favour.

Cindy Oliver, president of FPSE, who was also one of Shaw's many nominators, lauded her work to advance conditions for women in the profession.

"Maureen's capacity to advance on many fronts simultaneously, while remaining an engaged academic and educator, is a talent that has been integral to the work she has done in her profession, her institution, her sector and her community," Oliver said.

It's a testament to Shaw's leadership in advocacy efforts to ensure fairness and equity that "faculty agreements in BC have language and provisions that address key issues like employment security, regularization, maternity leave and extended health benefits," Oliver added.

Sarah Shorten Award winner Maureen Shaw was honoured during a ceremony at CAUT Council May 5 in Ottawa.

"Maureen was pivotal in securing those gains and achieving a higher level of equality for women within our associations and throughout our province."

In addition to her many other roles, Shaw was elected the first president of the National Union of CAUT and served in that capacity from 2002 to 2008.

CAUT's special recognition award, given to an individual who volunteers their time and energy in advancing the rights of women within the post-secondary sector, was established in 1990 in honour of Sarah Shorten, who served as vice-president of CAUT before becoming president in 1983. ■

Maureen Shaw mise à l'honneur

MAUREEN Shaw, vice-présidente de l'association du personnel académique de Kwantlen et ancienne présidente de la Federation of Post-secondary Educators (FPSE) de la Colombie-Britannique, a reçu en mai le prix Sarah-Shorten 2011 de l'ACPPU en reconnaissance de ses contributions multiples à l'avancement des femmes dans le secteur de l'enseignement postsecondaire.

M^me^ Shaw prend sa retraite après s'être illustrée pendant 35 ans, comme professeure et militante syndicale, par ses travaux sur l'équité et les droits des femmes et par son rôle de premier plan dans la contestation judiciaire d'un projet de loi présenté en 2002 par le gouvernement de la Colombie-Britannique, qui envisageait de supprimer, des conventions collectives des corps professoraux, les restrictions visant l'effectif des classes. La cour suprême de la province avait finalement donné raison au personnel enseignant.

La présidente de la FPSE, Cindy Oliver, l'une des nombreuses personnes ayant proposé la candidature de la lauréate, a louangé les actions et travaux que celle-ci a menés pour améliorer la condition des femmes au sein de la profession.

« L'aptitude de Maureen à s'engager simultanément dans une foule de combats, tout en se consacrant à fond à son rôle d'universitaire et d'éducatrice, a toujours été mise au service de sa profession, son établissement, son secteur et sa communauté », a-t-elle souligné.

Sa position de chef de file témoigne de ses actions de plaidoyer pour l'équité qui ont permis aux corps professoraux de la Colombie-Britannique de négocier dans leurs conventions collectives des dispositions portant expressément sur des questions aussi importantes que la sécurité d'emploi, la régularisation de la situation d'emploi, le congé de maternité et les prestations d'assurance-maladie complémentaire, a ajouté M^me^ Oliver.

« Le leadership de Maureen a été essentiel à la réalisation de ces gains et d'une plus grande égalité des chances pour les femmes tant au sein de nos associations que dans l'ensemble de la province. »

Outre les nombreux autres rôles qu'elle a joués, M^me^ Shaw a été élue la première présidente du Syndicat national de l'ACPPU, charge qu'elle a occupée de 2002 à 2008.

L'ACPPU remet cette distinction spéciale à une personne qui investit son temps et son énergie à la promotion des droits des femmes dans les collèges et les universités du Canada. Le prix a été créé en 1990 en l'honneur de Sarah Shorten qui a été vice-présidente de l'ACPPU avant d'en devenir la présidente en 1983. ■

William Bruneau Wins CAUT's Milner Award

WILLIAM Bruneau, professor emeritus at the University of British Columbia, has been awarded the Milner Memorial Award by CAUT Council.

Bruneau earned the award for his wide-ranging and significant contributions to the cause of academic freedom.

Over his 32-year career at UBC as a professor of educational studies and academic staff association leader, he advanced academic freedom for his colleagues both locally and nationally. He has served on several CAUT investigatory committees that produced important reports on alleged violations of academic freedom and provided vital guidance in advancing academic freedom in his six years as a member of CAUT's Academic Freedom and Tenure Committee and during his tenure as president and past president of CAUT. In his writings on academic freedom, university politics and history, he has pushed the case for academic freedom consistently and effectively.

"Bill has helped preserve the most basic freedom of all, the freedom of our members to teach and conduct research unrestricted by special interests," Victor Catano, past chair of the AF&T committee, told the Council audience while presenting the award May 6.

"During his tenure at UBC and CAUT, he provided visionary leadership in defending academic freedom on every front. We salute the mentor, the colleague, and the inspiration. It is with a distinct honour and deep appreciation that we present the Milner award to Bill."

The award was established in 1969 to recognize "actions undertaken on behalf of academic freedom, or writings which contribute significantly to an understanding and strengthening of academic freedom in the Canadian community" and is named in honour of James Milner, formerly chair of CAUT's Academic Freedom and Tenure Committee. The award is given by CAUT Council based on a nomination from the AF&T Committee. ■

Version française à la page A6.

Les heures réputées travaillées à la mesure des tâches accomplies

L'ACPPU vient d'ajouter à sa série *L'Actualité en négociation* un nouveau numéro consacré aux heures d'emploi assurable pour les membres du personnel académique contractuel.

« Tout en s'employant à faire bénéficier leurs membres contractuels d'un système de rémunération proportionnelle, les associations de personnel académique demeurent confrontées à la réalité de devoir obtenir des conditions équitables pour leurs membres embauchés à la leçon », constate le directeur général de l'ACPPU, James Turk. « De telles conditions doivent prévoir la possibilité pour ces membres de demander et de recevoir des prestations d'assurance-emploi en période de chômage, comme pendant l'été lorsque les contrats sont moins nombreux. »

Les employeurs, explique-t-il, se montrent généralement réticents à la tenue d'un registre personnel des heures travaillées, préférant se fonder sur un nombre maximum fixe d'heures requises pour dispenser un cours. Ce nombre varie autant que les formules utilisées pour le calculer.

À l'Université Acadia, par exemple, un cours est réputé exiger 10 heures de travail par semaine. À l'Université de Toronto, le nombre maximum d'heures réputées travaillées est fixé à 460 pour un cours de six crédits — soit le seuil exigé pour être admissible aux prestations d'assurance-emploi — et à 230 pour un cours de trois crédits.

Les tribunaux canadiens ont toutefois rejeté les formules de calcul établies par les employeurs dans les cas où les employés pouvaient démontrer que leur nombre réel d'heures réputées travaillées était plus élevé que celui figurant sur le relevé d'emploi « officiel ».

Dans l'affaire *Franke c. Ministre du Revenu national (1999)*, la Cour canadienne de l'impôt a accepté le registre détaillé tenu par l'appelant Mark Franke Il faut néanmoins reconnaître que la comptabilisation détaillée des heures consacrées à la préparation et à l'enseignement d'un cours impose une charge excessive aux membres contractuels.

« Il serait nettement préférable de négocier dans les conventions collectives des dispositions qui établissent expressément un nombre raisonnable d'heures par cours », recommande M. Turk. De plus, les dispositions devraient prévoir des exceptions qui tiennent compte de certaines variables comme le nombre d'inscriptions élevé, le niveau du cours et le temps de préparation exigé pour un cours dispensé pour la première fois.

« Le nombre d'heures réputées travaillées doit correspondre à l'ensemble des tâches accomplies pour assurer l'enseignement d'un cours et être calculé de sorte à permettre aux membres contractuels de subvenir à leurs besoins durant les périodes de chômage involontaire », souligne Leslie Jermyn, présidente du nouveau comité permanent du personnel académique contractuel à l'ACPPU.

« Comme nous le savons tous, l'enseignement, dans la pratique, implique une large gamme d'activités d'érudition qui s'étendent bien au-delà de la préparation des cours et de l'annotation des travaux. Négocier une estimation raisonnable des heures réputées travaillées est une façon de reconnaître plus explicitement la contribution du personnel académique contractuel à nos établissements. » ■

English on page A6.

Deemed Hours Need to Reflect Total Work

CAUT has released a bargaining advisory on hours of insurable employment for contract academic staff.

"While working to achieve the pro-rata model for their contract members, academic staff associations continue to face the reality of having to set fair terms for one-course stipendiary contracts," said James Turk, executive director of CAUT. "Fair terms must include the ability of members to apply for and receive employment insurance benefits during periods of unemployment such as during the summer term when contracts are less numerous."

He said employers are generally reluctant to allow self-reporting of hours, and instead rely on a maxim of fixed number of hours required to deliver a course. This number varies widely, as do the formulae by which it is produced.

At Acadia University for example, a course is deemed to require 10 hours of work per week. At the University of Toronto, a course is deemed to require a maximum of 460 hours of work – the threshold required to qualify for employment insurance benefits – and a half course, 230 work hours.

However, Canadian courts have rejected deemed hour figures when employees can demonstrate their actual hourly commitment was greater than the "official" record.

In the case of Franke v. Minister of National Revenue (1999), the appellant Mark Franke produced a detailed log of hours, which the court was willing to accept. However, keeping a detailed record of hours put into delivering a course places an undue burden on contract academics.

"It would be far better to negotiate strong contract language that establishes a reasonable level of hours per course," Turk said.

In addition, the contract language should allow for exceptions such as large-enrolment classes, the level of the course, and the amount of first-time preparation required.

"Deemed hours need to reflect the totality of the work that goes into delivering courses and need to allow contract academics to sustain themselves during periods of involuntary unemployment," said Leslie Jermyn, the chair of CAUT's new standing committee on contract academic staff.

"As we all know, teaching effectively involves a wide range of scholarly activity beyond the minimum work of preparing for classes and grading papers. Bargaining for reasonable deemed hours is one way to expand our recognition of the contribution contract academic staff make to our institutions." ■

Version française à la page A5.

William Bruneau remporte le prix commémoratif Milner de l'ACPPU

Le conseil de l'ACPPU a décerné le prix commémoratif Milner à William Bruneau, professeur émérite de sciences de l'éducation à l'Université de la Colombie-Britannique (UBC), en reconnaissance de son apport remarquable et diversifié à la cause de la liberté académique.

Au cours des 32 années de carrière qu'il a passées à l'UBC à titre de professeur et de dirigeant de l'association du personnel académique, il s'est consacré à la défense de la liberté académique dans l'intérêt de ses collègues tant à l'échelle locale que nationale. Il a siégé à plusieurs comités d'enquête de l'ACPPU qui ont produit d'importants rapports sur de présumées violations de la liberté académique et a joué un rôle crucial de guide et de conseiller dans l'avancement de la liberté académique durant les six années où il a été, au sein de l'ACPPU, président et président sortant ainsi que membre du Comité de la liberté académique et de la permanence de l'emploi (CLAPE). Dans ses différents ouvrages et écrits sur le sujet, de même que sur la vie politique universitaire et l'histoire, il n'a cessé de faire progresser la cause de la liberté académique.

« Bill a contribué à la protection de la plus fondamentale de toutes les libertés, la liberté de nos membres d'enseigner et de mener des recherches à l'abri des intérêts particuliers », a noté Victor Catano, ancien président du CLAPE, lors de la remise du prix, le 6 mai dernier, dans le cadre de l'assemblée du conseil de l'ACPPU.

« Pendant l'exercice de ses fonctions à l'UBC et à l'ACPPU, il a mis son leadership dynamique et visionnaire au profit de la liberté académique sur tous les fronts où celle-ci était en cause. Nous saluons le mentor, le collègue et la source d'inspiration qu'il représente pour nous. C'est avec un honneur tout particulier et une profonde gratitude que nous remettons à Bill le prix Milner. »

Le prix a été créé en 1969 en l'honneur de James Milner, président à l'époque du CLAPE, pour souligner la valeur « des actions entreprises au nom de la liberté académique ou des écrits qui contribuent de manière marquée à mieux faire comprendre et à renforcer la liberté académique dans la collectivité canadienne ». ■

Le prix commémoratif Milner a été remis le 6 mai à William Bruneau.

English on page A5.

NEW! Benefits for CAUT members and their families
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Grant Success Rates Disappoint

THERE'S disappointment in Canada's research community after the latest announcement of grant awards from the federal government's research funding agencies.

"Despite an outcry over the state of research funding, success rates for grants have declined over the past decade," said CAUT executive director James Turk. "The results speak volumes for the struggles agencies face with inadequate funding."

The overall success rate for Discovery Grants awarded by the Natural Sciences and Engineering Research Council of Canada (NSERC), says Turk, "remains disappointingly low for a second year in a row at 58 per cent, and has begun to cause disquiet among researchers."

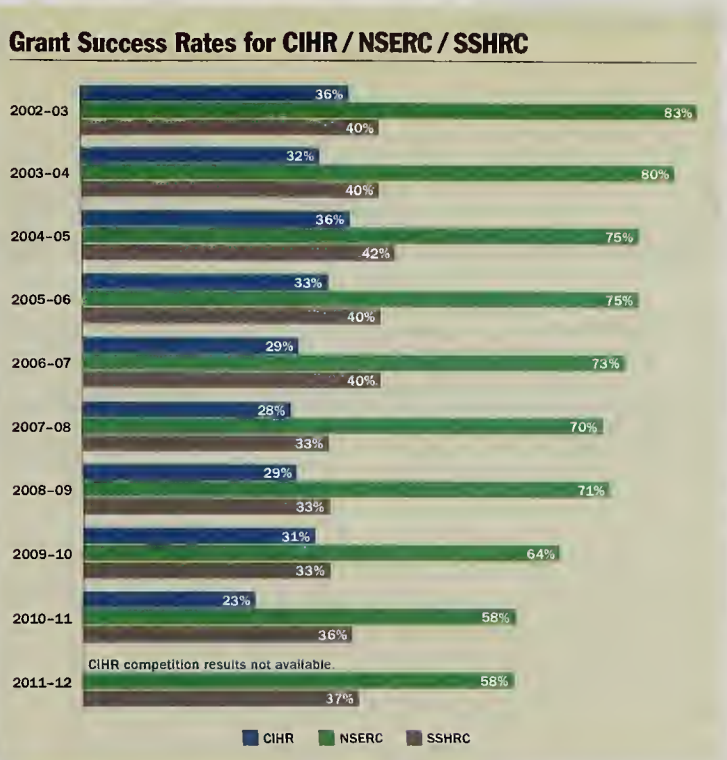
While the number of "discovery" researchers funded by NSERC increased marginally from 1,940 in 2010 to 2,002 in 2011, the average grant decreased by about $900 over this interval, from $33,129 to $32,186.

After bottoming out at 33 per cent in 2009, success rates for the Social Sciences and Humanities Research Council's (SSHRC) flagship Standard Research Grants have risen over the past year to 37 per cent, but the tradeoff for success is the realization of smaller grants.

The average amount of grant funding for recipients has dropped nearly 20 per cent since 2004, from a high of about $90,000, to $83,000 in 2009 to $73,000 in 2011.

SSHRC reports that more than one quarter of applications deemed fundable through peer review can't be funded within the existing budget.

The Canadian Institutes of Health Research (CIHR) has the lowest success level of the tricouncil agencies, with the percentage of successful applicants for the 2010–2011 operating grants competition at only 23 per cent, a significant move down from the 30 per cent ranges of previous years.



Out of 1,475 grant applications approved, only 501 could receive funding from CIHR's operating grant envelope.

More than 1,900 health researchers have now signed a petition protesting the historically low success rates in the individual CIHR operating grants competition, noting that many excellent proposals remain unfunded.

The petition warns that "if we continue to starve the individual grants program we will lose investigators of talent to other countries as they come to see a bleak future for themselves in Canada. Those who stay risk random periods of lapsed funding which will jeopardize their competitiveness and indeed their careers."

Turk says the Canadian situation offers a stark contrast with the U.S., where the Obama administration has pumped billions of dollars into the National Science Foundation and the National Institutes of Health.

"The positioning here of reduced budgets is clearly not good for current researchers, nor for Canada's next generation of research talent," Turk said.

"It's vital that the federal government provide significant increases in financial support to its granting agencies so they can fund the basic research on which our future depends." ■

Déception face aux taux de succès aux concours des programmes de subventions

LA récente annonce des subventions accordées par les organismes subventionnaires fédéraux a suscité la déception au sein du milieu de la recherche canadien.

« Malgré l'indignation manifestée face à l'état général du financement de la recherche, les taux de succès aux programmes de subventions n'ont pas cessé de reculer au cours de la dernière décennie », déplore le directeur général de l'ACPPU, James Turk. « Les résultats en disent long sur les difficultés que l'insuffisance des fonds de recherche pose aux conseils subventionnaires. »

Pour une seconde année consécutive, le taux de succès global de 58 % au Programme de subventions à la découverte du Conseil de recherches en sciences naturelles et en génie du Canada (CRSNG) demeure extrêmement faible, provoquant ainsi un début d'inquiétude chez les chercheurs, signale M. Turk.

Bien que le nombre des titulaires de subventions à la découverte du CRSNG ait augmenté légèrement de 2010 à 2011, passant de 1 940 à 2 002, le montant moyen des subventions a baissé d'environ 900 $ au cours de cet intervalle, passant de 33 129 $ à 32 186 $.

Après avoir atteint un creux inégalé de 33 % en 2009, le taux de succès au programme-cadre de subventions ordinaires de recherche du Conseil de recherches en sciences humaines (CRSH) a grimpé à 37 % au cours de la dernière année, quoique en contrepartie de cette amélioration, les subventions accordées soient de moindre importance.

Le montant moyen des fonds de recherche octroyés aux candidats a chuté de près de 20 % depuis 2004, atteignant le niveau record de quelque 90 000 $ pour ensuite régresser à 83 000 $ en 2009, puis à 73 000 $ en 2011.

Le CRSH affirme qu'il ne dispose pas des fonds suffisants pour financer plus du quart des demandes de subvention qui, d'après les comités de pairs, mériteraient de l'être.

Quant aux Instituts de recherche en santé du Canada (IRSC), ils enregistrent le taux de succès le plus bas des trois organismes subventionnaires, le pourcentage des candidats retenus dans le cadre du concours de subventions de fonctionnement 2010-2011 s'établissant à seulement 23 % alors qu'il avoisinait les 30 % les années précédentes.

Compte tenu de l'enveloppe des subventions de fonctionnement dont ils disposaient, les IRSC n'ont pu financer que 501 des 1 475 demandes de subvention approuvées.

Plus de 1 900 chercheurs en santé ont déjà signé une pétition pour protester contre les très faibles taux de succès au concours de subventions des IRSC et dénoncer le fait qu'un nombre considérable d'excellentes propositions demeurent sans financement.

La pétition prévient que « si le Canada continue de sabrer dans le financement des subventions, nos chercheurs de talent n'auront pas d'autre choix que de se tourner vers d'autres pays pour y trouver un avenir plus prometteur. Et ceux qui restent au Canada seront vulnérables aux risques d'annulation des crédits d'engagement non utilisés, ce qui pourrait compromettre leur compétitivité, voire mettre en péril leur carrière. »

La situation au Canada, fait valoir M. Turk, contraste fortement avec celle des États-Unis où le gouvernement Obama a injecté des milliards de dollars dans la National Science Foundation et les National Institutes of Health.

« Le positionnement à contre-courant adopté ici est tout ce qu'il y a de plus préjudiciable pour les chercheurs actuels et aussi pour la prochaine génération de chercheurs canadiens de haut niveau », soutient M. Turk.

« Il est essentiel que le gouvernement fédéral augmente sensiblement son soutien financier à ses conseils subventionnaires afin que ceux-ci soient en mesure de financer la recherche fondamentale dont notre avenir est tributaire. » ■

Trois journalistes primés pour leur excellence

DES journalistes du *Globe and Mail* et du *Manitoban* ont remporté les prix 2011 d'excellence de l'ACPPU en journalisme dans le domaine de l'enseignement postsecondaire. Les prix leur ont été remis le mois dernier à Ottawa à l'occasion de l'assemblée du conseil de l'ACPPU.

Dans la catégorie professionnelle, Rod Mickleburgh, rédacteur principal au *Globe and Mail*, et son collègue Mark MacKinnon, ont été récompensés pour leur enquête-reportage publiée le 16 octobre 2010 qui soulève de sérieuses inquiétudes sur les liens que les universités canadiennes entretiennent avec les agences de recrutement d'étudiants étrangers.

Au terme d'entretiens menés au Canada et en Chine avec des étudiants et d'anciens professeurs, les deux journalistes ont mis au grand jour la face sombre des sociétés telles que Navitas Ltd. et Study Group International qui s'emploient à mettre en valeur, auprès des universités canadiennes, leur modèle de collège à but lucratif qu'elles présentent comme un bon moyen de recruter un plus grand nombre d'étudiants étrangers et, partant, de percevoir des droits de scolarité plus élevés.

Leur enquête s'est intéressée particulièrement au Aoji Education Group, une agence chargée de recruter des étudiants chinois pour le compte de deux collèges à but lucratif exploités par Navitas au Canada : le Collège international Fraser, affilié à l'Université Simon Fraser, et le Collège international du Manitoba, affilié à l'Université du Manitoba.

L'enquête a révélé que le groupe Aoji misait sur la réputation de ses instituts affiliés pour tirer avantage de familles chinoises qui, voulant à tout prix que leurs enfants poursuivent des études à l'étranger, sont prêtes, pour ce faire, à débourser des milliers de dollars.

Dans la catégorie étudiante, le prix d'excellence a été attribué à Ashley Gaboury de l'Université du Manitoba. Réviseure au *Manitoban* et ancienne chef de bureau de la Presse Universitaire Canadienne, M^me^ Gaboury a publié l'an dernier une série d'articles sur les problèmes de financement qui ont entravé le fonctionnement de l'Université des Premières nations du Canada.

La journaliste s'est entretenue avec des étudiants et des membres du corps professoral tout au long de la crise et, par ses questions aux gouvernements provincial et fédéral, a poussé l'histoire au-delà des explications tendancieuses qu'on a voulu lui donner.

L'ACPPU décerne ces prix annuels de 1 000 $ pour récompenser le travail de journalistes qui traitent, de façon responsable et dans l'intérêt public, de sujets touchant à l'éducation postsecondaire. Cette année, les lauréats ont été sélectionnés par un jury composé de James Compton, professeur de communications et d'études médiatiques à l'Université de Western Ontario, et des professeurs de journalisme James Winter de l'Université de Windsor et Lisa Lynch de l'Université Concordia. ■

English on page A10.

BOOKSHELF
COIN DES LIVRES

EN REVUE

La FQPPU
Rempart de la « cité universitaire » depuis vingt ans

Pierre Hébert. Montréal, QC : Fédération québécoise des professeures et professeurs d'université (FQPPU), 2011; 110 pages; ISBN : 978-2-92100-217-2, 20 $ CAN.

Par GREG ALLAIN

NOUS avons très peu d'historiques de nos organisations syndicales au niveau de l'éducation postsecondaire. Au plan universitaire, je n'en connais que trois : le livre de Jacques Rouillard (*Apprivoiser le syndicalisme en milieu universitaire : Histoire du Syndicat général des professeurs et professeures de l'Université de Montréal*, Boréal, 2006), celui de Louise Pettigrew (*Une histoire de solidarité syndicale : Les 25 ans du Syndicat des professeurs et professeures de l'Université Laval (1974-1999)*, SPPUL, 1999), et celui que j'ai signé en 1997 à propos de mon syndicat local (avec C. Brideau, *L'ABPPUM : vingt ans d'histoire, 1976-1996*).

Nous n'avions pas non plus d'histoire de nos fédérations provinciales (nous ne disposons toujours pas d'histoire de l'ACPPU, même si on peut en retrouver certains éléments ici et là, comme dans le livre de Neil Tudiver, *Universities for Sale* (1999), jusqu'à ce que le présent ouvrage de Pierre Hébert soit lancé récemment à l'Université de Sherbrooke dans le cadre du dernier Congrès de l'Acfas.

Pourtant, l'histoire peut nous apprendre bien des choses. On dit souvent qu'une juste compréhension du passé fournit une perspective permettant de mieux situer les enjeux présents et d'éclairer les choix que nous devons faire. L'auteur est professeur de littérature à l'Université de Sherbrooke et ancien vice-président de la FQPPU. Il y a quelques années, il avait signé un petit essai percutant intitulé *La nouvelle université guerrière ou Le mythe de la caserne* (Nota Bene, 2001).

Cette fois-ci, il ne prétend pas écrire une histoire au sens scientifique et académique : il qualifie plutôt son travail de « chronique thématique », de « sextant pour faire le point, pour mesurer le chemin parcouru » (73,7). Il procède par découpages thématiques des grandes idées et des périodes marquantes, tout en illustrant abondamment son propos de documents d'époque (articles, extraits de mémoires, photos), pièces d'archives peu accessibles au grand public.

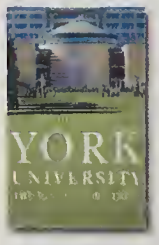
L'autre élément qui caractérise la démarche de l'auteur, c'est qu'il ne se limite pas à l'histoire de la FQPPU, qui fête cette année son 20e anniversaire, mais il a consacré une partie (égale en espace) à l'historique de la fédération qui a précédé la FQPPU de 1967 à 1991, la Fédération des associations des professeurs d'université du Québec (FAPUQ). Le regard porte donc sur une quarantaine d'années au total, et ceci permet de dégager, comme l'indique le président de la FQPPU, Max Roy, dans sa préface, « une récurrence des enjeux et des dangers » confrontant les deux fédérations, avec les constantes remises en question de la collégialité, de la liberté académique, de la mission de l'université (5).

La FAPUQ est née en 1967, dans la foulée des grandes réformes de l'éducation mises en branle pendant la Révolution tranquille, qui ont profondément transformé les universités québécoises. L'augmentation fulgurante du nombre d'étudiants a entraîné une hausse correspondante du nombre de professeurs : de 1 641 qu'ils étaient en 1962, leurs effectifs passaient à plus du triple en 1974, soit 5 738 (15). La FAPUQ est créée pour représenter à l'échelle provinciale la voix de ces professeurs de plus en plus nombreux : comme sa mise sur pied précède le mouvement de syndicalisation qui commencera en 1971 à l'UQAM et qui se poursuivra jusqu'en 1975, on comprendra que la FAPUQ, du moins à ses débuts, est davantage une organisation de type professionnel que syndical. Elle deviendra cependant une fédération syndicale accréditée en 1979 (17), comptant 5 000 membres.

Après plus d'une décennie que l'auteur qualifie de période d'apprentissage, l'organisme

Voir LA FQPPU à la page A10 ➔

QUICK PICKS



York University
The Way Must Be Tried

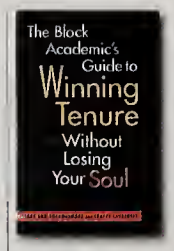
Michiel Horn. Montreal, QC: McGill-Queen's University Press, 2009; 328 pp; ISBN: 978-0-77353-416-2, cloth $49.95 CAD.

In 1955 a group of Toronto professionals began discussions on expanding adult education in their city. The outcome was York University, which opened in 1960 with 76 students. Today, with more than 50,000 students in 11 faculties on two campuses, York is the third largest university in Canada. Faculty and staff have grown from less than 20 to nearly 8,000. In *York University: The Way Must Be Tried*, Michiel Horn weaves archival research and interviews into a compelling narrative, documenting the development of an institution committed to helping professors and research span disciplinary boundaries. He covers the challenges York has faced through the years – from the 1963 faculty "revolt," to the troubled search for a successor to founding president Murray Ross, to the budgetary problems that led to the resignation of president David Slater, as well as its many innovations and triumphs – including bilingualism at Glendon College, Osgoode Hall Law School's Parkdale legal clinic, and Canada's first concurrent Bachelor of Education program. Archival and current photographs complement Horn's narrative throughout. Prose and pictures chart the creation of an important Canadian institution whose commitment to solving real-world problems has led to important innovations in education and beyond.

Christian Faith and Scholarship
An Exploration of Contemporary Developments

ASHE Higher Education Report, vol. 33, no. 2. Todd C. Ream & Perry L. Glanzer. Mississauga, ON: Wiley, 2007; 144 pp; ISBN: 978-0-47022-889-0, paper $31.99 CAD.

In the 21st century, religious faith has re-emerged from the margins of modernism and moved back to the center of contemporary scholarly conversations. "When Jacques Derrida died," Stanley Fish wrote, "I was called by a reporter who wanted to know what would succeed high theory and the triumvirate of race, gender and class as the center of intellectual energy in the academy. I answered like a shot: religion." A group of evaluators of the Lilly Endowment's Initiative on Religion and Higher Education agreed. "There is today more discussion about the role of religion in the academy than at any time in the past 40 years and more commitment to the project of Christian higher education than there was just 10 years ago." In recognition of these developments, *Christian Faith and Scholarship* offers an overview of the various ways conversations about religion and religiously informed scholarship are increasing in the academy. Although a growing number of faith traditions are finding their place in this conversation, the Christian tradition in its various forms is still the dominant voice. This monograph addresses the history of secularization in American higher education and scholarship; the historical and recent resistance by dominant religious traditions to that secularization; the contemporary ways that individual scholars, networks and institutions approach the question of religious faith and scholarship; the concerns such a question raises for academic freedom; and the relationship between religious faith and scholarship.



The Black Academic's Guide to Winning Tenure — Without Losing Your Soul

Kerry Ann Rockquemore & Tracey Laszloffy. Boulder, CO: Lynne Reinner Publishers Inc., 2008; 215 pp; ISBN: 978-1-58826-562-3, cloth $55 USD; ISBN: 978-1-58826-588-3, cloth $22.50 USD.

For an African American scholar, who may be the lone minority in a department, navigating the tenure minefield can be a particularly harrowing process. Kerry Ann Rockquemore and Tracey Laszloffy go beyond standard professional resources to serve up practical advice for black faculty intent on winning the tenure game. Addressing head-on how power and the thorny politics of race converge in the academy, *The Black Academic's Guide* is full of invaluable tips and hard-earned wisdom. It is an essential handbook that will help black faculty survive and thrive in academia without losing their voices, or their integrity.

Quick Picks produced from information supplied by publishers.

IN REVIEW

Al-Qaeda Goes to College
Impact of the War on Terror on American Higher Education

James Ottavio Castagnera. Westport, CT: Praeger Publishers, 2009; 205 pp; ISBN: 978-0-31336-428-0, cloth $49.95 USD.

By ALEX MORRISON

EVEN before the disastrous events of Sept. 11, 2001, Canadian university faculty members and administrators had occasionally expressed concern about the potential for campus-aimed or campus-based assaults of a physical or intellectual nature. Since that fateful day, more attention has been focused informally and formally on university security of varied types. This book discusses many aspects of terrorism writ large and their actual or supposed relation to U.S. universities.

The author of *Al-Qaeda Goes to College*, a title seemingly chosen for its potential sales attraction, is a Philadelphia attorney, prolific writer and university counsel. His short biographical sketch notes he is an "academic fellow on terrorism" and, with colleagues, "studied counterterrorism techniques in Israel under the auspices of the Foundation for Defense of Democracies."

Naturally, Castagnera writes from an American point of view. Canadian readers should remember there are differences in thought processes between us and Americans. These must be borne in mind when absorbing the material he presents. Many Canadians may well think he is being alarmist and prone to exaggeration. He may well be, but his line of thinking and reasoning are not out of line with millions of his fellow American citizens.

In his forward, Dr. Daniel J. Julius, vice-president for academic affairs for the University of Alaska System, calls the book "provocative." Indeed it is.

Castagnera outlines how American universities have been affected by the events of 9/11 and others of a less-horrendous but still significant scale that have taken place at various U.S. university campuses. He regrets "the unavoidable loss of that tweedy, mildly eccentric, and casual atmosphere that characterized college campuses for generations." However, he argues that "on balance, American higher education is the better for rising to the challenges while embracing the many monetary benefits engendered by twenty-first-century terrorism."

The challenges being, variously, academics who sympathize with the terrorists, students who may be members of terrorist networks, "creeping Sharia" law, radical groups, animal rights extremists, etc. The benefits he outlines include millions of dollars of government funding for campus security and terrorism-related research and donations from Saudi Arabia. Each is described in oft-times excruciating detail.

The recent assassination of Osama bin Laden has enhanced public interest in all aspects of terrorism. While readers may not agree with any or all of Castagnera's arguments, it is useful to consult his book to be better informed on American thinking and to assess and speculate on whether his particular issues are currently valid in relation to events at Canadian universities or whether there is the potential for them to become so. ■

Alex Morrison is associate professor and director of the school of peace and conflict management and the comprehensive securities studies group at Royal Roads University.

IN REVIEW

How Should Research Be Organised?

Donald Gillies. London, UK: College Publications, 2008; 152 pp; ISBN: 978-1-90498-727-7, paper £12 GBP.

By WILL LOW

THIS book gives a distinctively British perspective on the challenges of administering and facilitating research output, focusing on the research assessment exercise (RAE) used in the UK for more than two decades. Authored by Donald Gillies, an expert on the philosophy of science and technology, the arguments presented will be of interest to anyone working in an academic research setting.

The Higher Education Funding Council for England describes the RAE as a system designed "to produce ratings of research quality which will be used by the higher education funding bodies in determining the main grant for research to the institutions they fund."

Gillies skips over the mechanics of the system to hone in on a sweeping criticism of the peer review process. In his opinion, peer review suppresses radical pathbreaking research in favour of possibly worthy but essentially pedestrian "normal research." Systems such as the RAE that rely on peer review as the main element of assessment to measure quality in order to inform allocations of funding and research leave only exacerbate the tentative nature of progress through research.

Peer review encourages researchers to be conservative about their research programs (producing "epicycles" that focus on existing avenues of research) rather than push the boundaries because pushing boundaries risks having reviewers either not understand the proposed new direction or reject it because it contradicts the received wisdom.

Among several interesting case studies presented to support his viewpoint, Gillies cites Frege's introduction of modern mathematical logic, Semmelweiss' work on antisepsis, and Fleming's discovery of penicillin. In the first two cases he argues that peer review rejected the researchers' findings, while in the last case a system which imposes strict rules on applying for research funding would have stifled Fleming's willingness to pursue a serendipitous avenue of inquiry which led to a fundamental breakthrough.

He also cites the incredible implicit cost of the peer review system to argue against its use in general, and against the RAE (review panels are convened to cover in 69 academic areas). He argues for peer review to be used early in a research career to establish "credibility" which gives way to an open access approach to disseminating research findings. This helps to ensure "diamonds" are not thrown out with the dross – valid and valuable research that is rejected by peer review in efforts to weed out superfluous research.

Because the significance of a line of research might only be realized after 30 years or so, it is better to promote as much research as possible, the author argues. Supporters of the RAE approach may well argue that the overall quantity of research outputs in UK universities did indeed rise as a result, although the intent was to raise quality.

Gillies allows that not everyone within higher education can or should be aiming for research outputs as conventionally conceived through journal articles and scholarly books, but may instead opt to use their research time to undertake scholarly endeavours that enrich their teaching programs.

This intellectual tour through a sweeping history of philosophical and scientific research is entertaining and enjoyable. The author has a tendency toward repetition of some points but this can be forgiven in appreciating the detailed and complex examination of the RAE and his proposed alternative to peer review.

However, I believe the book would benefit from a complementary political/public policy analysis of the rationale underpinning the RAE. The lifetime of the RAE (from 1986 to 2008) witnessed the expansion of the "university" system in many countries; polytechnics in the UK and colleges of advanced education in Australia were granted university status for example. Faculty members not previously expected to produce published research were now employed on terms which included paid research time.

The research assessment approach is a classic response to public sector budget constraints and demands of value for money. It ostensibly created competition among the different institutions to allocate the available pool of research funding efficiently.

One could also argue the RAE served merely to legitimize funding regimes that favoured already advantaged universities. Not surprisingly, the usual suspects (the 20 Russell Group universities) consistently topped the RAE every time and together now receive two-thirds of research grant and contract funding in the UK.

It is unlikely a research assessment exercise like that established in the UK will emerge in Canada, or the United States because of strong provincial and state jurisdiction over universities. Countries that have introduced a RAE approach, such as the Netherlands, Denmark and Australia, are characterized by much more centralized systems of research funding and have attracted increased criticism in recent years. ■

Will Low is professor of sustainable business practice at Royal Roads University, in Victoria, British Columbia, with special interest in the fair trade movement.

Journalists from Globe & Mail, Manitoban Win CAUT Awards

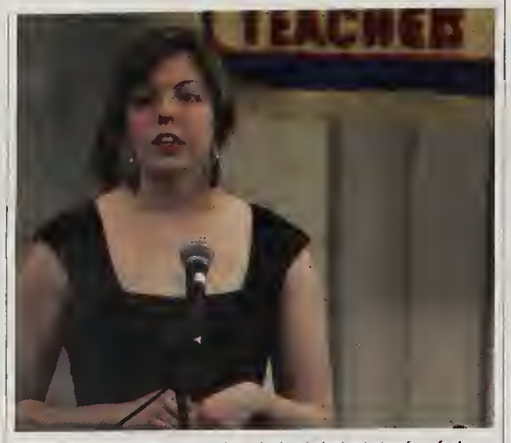
REPORTERS from the Globe and Mail and the Manitoban are the 2011 recipients of CAUT's Excellence in Post-secondary Education Journalism awards. The awards were presented last month during CAUT's council meeting in Ottawa.

Rod Mickleburgh, a senior writer for the Globe, along with colleague Mark MacKinnon, won the professional reporting category for the Oct. 16, 2010 news story, "Chinese pay dearly for Canadian 'education'; Some recruiting agencies promise far more than they can deliver to foreign scholars eager for university placement."

Talking to students and former teachers in Canada and China, they exposed the dark side of corporations like Navitas Ltd. and Study Group International, which are promoting their for-profit college model to Canadian universities as a way of attracting more international students, and the higher tuition fees they pay.

In particular they investigated the Aoji Education Group, used to recruit Chinese students for two for-profit colleges operated by Navitas in Canada – the Fraser International College, affiliated with Simon Fraser University and the International College of Manitoba, affiliated with the University of Manitoba.

They found that Aoji was using its affiliated institutes' reputations to take advantage of Chinese families who are anxious for their children to get an education overseas, and willing to pay tens of thousands of dollars for the investment.



Ashley Gaboury was selected as winner in the student category for a feature series about the funding crisis at First Nations University of Canada.

The student media award went to University of Manitoba student Ashley Gaboury, a copy editor for the Manitoban and former Canadian University Press bureau chief, for last year's series on the funding problems plaguing First Nations University of Canada.

Gaboury spoke with students and faculty throughout the struggle, and asked questions of both the provincial and federal government that forced out the story beyond the attempted spin.

CAUT's annual $1,000 reporting awards support the work of journalism in any medium on significant post-secondary education subjects in the public interest. This year's submissions were judged by James Compton, a professor of information and media studies at the University of Western Ontario, and journalism professors James Winter of the University of Windsor and Lisa Lynch of Concordia University. ■

Version française à la page A7.

Coming this Fall

28 & 29 October 2011 // OTTAWA

The Aggrieved Librarian
Enforcing Workplace Rights through the Collective Agreement

Academic librarians enjoy a range of collective agreement rights that protect their salaries, benefits, working conditions and academic freedom. Unfortunately, having rights on paper does not necessarily mean they will be respected by the employer. *The Aggrieved Librarian* will provide a general introduction to the enforcement of librarian workplace rights. Through presentations, small group discussions and participatory exercises, attendees will gain a basic knowledge of the collective agreement grievance arbitration process.

11–13 November 2011 // VANCOUVER

Forum for Aboriginal Academic Staff

Organized with the guidance of CAUT's Working Group on Aboriginal Post-Secondary Education, the Forum will explore challenges our universities and colleges pose for Aboriginal academic staff and students and will discuss solutions to those challenges. Featured topics are recognition of indigenous knowledge and promotion and tenure. Other sessions include negotiating the multicultural classroom and working conditions.

Information // Registration
www.caut.ca

CAUT
Canadian Association of University Teachers

La FQPPU

→ Suite de la PAGE A8

prendra un virage résolument politique au début des années 1980, ce qui s'est entre autres accentué en 1982 avec les coupures de 20 % dans les salaires des employés du secteur public et des professeurs d'université décrétées par le gouvernement provincial (30), coupures qui seront suivies au cours des années d'ensuite par plusieurs vagues de compressions dans le financement des universités, déguisées sous le nom de « Plans de relance... ».

Par ailleurs, il est intéressant de noter que plusieurs des grands enjeux qui se posent à nous au cours des années 2000 étaient déjà présents dans les années 1970 et 1980 (35) : la croissance importante et le pouvoir grandissant des administrateurs-technocrates dans les universités, conduisant à une « hypertrophie gestionnaire » (16, 22, 31); l'instauration d'un modèle de gestion de type industriel (22); l'ingérence de l'État dans les opérations de l'université (16); la valorisation de la recherche appliquée et des partenariats avec l'entreprise privée et le clientélisme étudiant (22) entre autres.

Mais les prises de position critiques de la FAPUQ n'auront pas empêché la création, au début des années 1980, d'une autre fédération de professeurs, l'Intersyndicale des professeurs d'universités québécoises (IPUQ). D'abord un comité de la FAPUQ se voulant un lieu d'échanges avec les syndicats n'appartenant pas à la FAPUQ, elle devient peu après une entité autonome vouée à une meilleure concertation entre les syndicats universitaires (36). Se voulant à l'origine un regroupement volontaire et informel, elle se structure davantage à partir de 1986, se donnant un secrétariat permanent, élargissant son champ d'action, offrant même des cours en matière de négociation, et intervenant plus sur des questions politiques (45). Elle est carrément alors devenue une organisation rivale de la FAPUQ. Cette dernière se trouve aux prises avec des divisions internes : certaines associations locales lui reprochent ses cotisations trop élevées, sa lourdeur et son inefficacité. Pourtant, la centralisation économiste des pouvoirs aux mains des patrons (l'État et les recteurs) réclame la présence d'une fédération syndicale forte : des voix se font entendre pour le changement dans l'unité. Des échos qui portent fruit, puisqu'en mai 1991, la FAPUQ et l'IPUQ laissent la place à une nouvelle fédération, la FQPPU (ce qui donne lieu, selon l'auteur, à l'équation : FAPUQ + IPUQ = FQPPU).

Hébert divise les vingt ans d'existence de la FQPPU en trois périodes. La première va de 1991 à 2003 et conduit à l'établissement d'une pensée fédérative sur la place du syndicalisme universitaire face à l'État et aux bureaucraties institutionnelles. À compter de 1993, d'ailleurs, le gouvernement du Québec multiplie les interventions à l'égard du secteur public et des universités : coupures de postes de 10 % (en quelques années, ce seront 1 000 postes de perdus) (51), compressions budgétaires, gels salariaux : pour le Parti Québécois au pouvoir, il faut à tout prix atteindre le déficit zéro en l'an 2000.

Ce sont les années du fameux « Faire plus avec moins » (55). Sans parler des mesures étatiques pour encadrer la recherche dans le sens de la commercialisation des résultats. La FQPPU prend position dans ces diverses tourmentes, et parallèlement commence sa tradition d'organiser des colloques sur des sujets de pointe, comme le financement de la recherche, les nouvelles technologies et la carrière et les conditions de vie des professeurs (60).

La deuxième période est courte mais dramatique : de 2003 à 2005, c'est la crise, suivie de la décroissance. Coup sur coup, ses deux plus importants membres quittent la fédération, soit les syndicats de professeurs de l'Université de Montréal et de l'Université Laval. On questionne la valeur et le rapport coût-bénéfice des services offerts par la FQPPU (dont à l'époque un service coûteux d'appui juridique), et on lui reproche sa bureaucratisation et son manque de transparence. On veut une fédération plus visible, représentative de ses syndicats membres.

Suite à ces plaintes, la fédération procède à un allègement important de ses structures (66) et entame, avec un membership diminué de près du tiers, la phase la plus récente de son histoire, qui va de 2005 à aujourd'hui. La FQPPU monte des dossiers sur des questions clés, comme le harcèlement psychologique, la place faite aux femmes, les difficiles conditions d'entrée dans la carrière, le financement des universités, la gouvernance (74). Ses interventions sont plus politiques, plus ciblées et plus crédibles, s'appuyant sur des études solides. Elle s'oppose vivement à toutes les tentatives (et elles sont nombreuses!) de dénaturation de l'université, conçue par elle d'abord et avant tout comme un service public. Les prises de position se succèdent, et la tradition des colloques tenus annuellement ou plus souvent ouvre des espaces de débats publics sur l'université québécoise.

L'ouvrage se termine sur le constat de l'utilité, voire l'absolue nécessité, d'une fédération provinciale. Les universités, naguère contrôlées par l'Église, sont menacées depuis des décennies d'être contrôlées par l'État. Comme l'indique l'auteur, « nous sommes peut-être à la croisée des chemins où nous aurons à choisir entre une université culturelle comme acteur de premier plan dans la 'polis', ou une université marchande, outil du fonctionnement économique » (75).

Ce parcours archéologique autour des deux fédérations québécoises intéressera tous les collègues oeuvrant dans l'éducation postsecondaire. Il permet de dégager des constantes, comme les affiliations canadiennes (avec l'ACPPU) et au-delà (avec l'Internationale de l'éducation) des deux organismes, comme les appels répétés, depuis le début des années 1980, pour la tenue d'États généraux. Faute de collaborations externes, la présente FQPPU compte organiser ses propres États généraux d'ici la fin de 2011. Bref, une histoire mouvementée, « inséparable de l'histoire de l'université québécoise moderne » (35), et inséparable de l'histoire récente du Québec. ■

Greg Allain, professeur de sociologie à l'Université de Moncton, a occupé divers postes au Comité de direction de l'ACPPU depuis 2000, dont celui de président, de 2006 à 2008. Il est actuellement membre ordinaire représentant les francophones.

CAREERS
CARRIÈRES

SECTION B

DALHOUSIE UNIVERSITY
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Faculty of Medicine · Halifax Nova Scotia

Assistant Professor (Five-Year Limited Term) Department of Anatomy & Neurobiology

The Department of Anatomy and Neurohiology at Dalhousie University invites applications to fill one 5-year limited-term position at the rank of Assistant Professor. Candidates will have demonstrated teaching experience in the area of gross anatomy. The successful candidate will have a teaching load of not less than 200 contact hours (lecture, laboratory, tutoring), and will also be required to supervise the activities and output of 8–10 summer prosector students (June to August) as Student Prosection Program Co-Supervisor. The Department of Anatomy and Neurobiology teaches to a wide variety of learners across the continuum of medical education, as well as to learners in dentistry, dental hygiene, nursing, occupational therapy and physiotherapy, arts and sciences.

Applicants must hold a PhD or its equivalent, with a minimum of two years post-doctoral training in biomedical sciences. Salary will be commensurate with qualifications and experience. The successful applicant will be expected to actively participate in administrative activities (meetings and committee work) within the Department, participating eventually and progressively at the Faculty and University levels. Further information concerning this position and the Department may be obtained by consulting www.anatomy.dal.ca.

Dalhousie University is located in the historic port city of Halifax that boasts excellent recreational, cultural and lifestyle opportunities (www.halifaxinfo.com). Interested applicants will submit curriculum vitae with teaching dossier, and arrange for the forwarding of three letters of reference, to:

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and Neurobiology
Faculty of Medicine
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Sir Charles Tupper Medical Building
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Closing date for receipt of applications is **July 15, 2011** Starting date is negotiable, but it is intended that the position will be filled by July 1, 2012.

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CAUT
Canadian Association of University Teachers

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Closing dates to place, change, renew, or cancel your advertising material in the *CAUT Bulletin* are listed below. Ad placement closing dates are also the materials due dates. Requests for copy changes, art changes, cancellations, late postings or renewals will generally not be accepted after an ad closing date, and none should be presumed executed without acknowledgment from the *Bulletin*.

ISSUE NUMÉRO	CLOSING DATE DATE DE TOMBÉE
September 2011 septembre	August 10 août 2011
October 2011 octobre	September 07 septembre 2011
November 2011 novembre	October 12 octobre 2011
December 2011 décembre	November 09 novembre 2011
January 2012 janvier	December 07 décembre 2011
February 2012 février	January 11 janvier 2012
March 2012 mars	February 08 février 2012
April 2012 avril	March 14 mars 2012
May 2012 mai	April 11 avril 2012
June 2012 juin	May 09 mai 2012

Les dates de tombée pour réserver, modifier, renouveler ou annuler une annonce à publier dans le *Bulletin de l'ACPPU* sont indiquées ci-dessus. Les dates de tombée des annonces sont aussi les dates de soumission du texte publicitaire. De façon générale, la rédaction du *Bulletin* n'acceptera pas les modifications au texte et aux illustrations, les annulations, les renouvellements ni le matériel soumis en retard après la date de tombée des annonces. Il ne peut être présumé que l'une ou l'autre de ces requêtes a été exécutée sans la confirmation expresse de la rédaction du *Bulletin*.

Publisher's Statement

The *CAUT Bulletin* will not accept advertisements from for-profit post-secondary institutions or job advertisements restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, disability, sexual preference, social origin, or political beliefs or affiliation. CAUT expects that all positions advertised in the *Bulletin* are open to both men and women. Advertisements using restrictive language will not be accepted except when the language is consistent with human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the *Bulletin* with a statement as to these reasons. The CAUT Policy Statement on Academic Freedom (www.caut.ca/pages.asp?page=247&lang=1) contains fundamental statements of principle which reflect key priorities of this organization. The *CAUT Bulletin* thereby reserves the right to refuse advertisements from any post-secondary institution where such advertisement or practice of the institution appears to demonstrate an intention to restrict (or has in fact restricted) academic freedom.

As a service to CAUT members interested in positions available in other countries, the *Bulletin* accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the American Association of University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which we can provide any verifiable information concerning the state of academic freedom at institutions outside of Canada. CAUT publishes a list of colleges and universities censured by AAUP twice a year. Further information about those censures can be obtained by writing to AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tel: (202) 737-5900 or visit www.aaup.org.

Déclaration de l'éditeur

Le *Bulletin de l'ACPPU* n'accepte ni les publicités des établissements postsecondaires à but lucratif ni les offres d'emploi qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'incapacité, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attaches politiques, générales. L'ACPPU s'attend à ce que tous les postes annoncés dans le *Bulletin* soient offerts aux hommes et aux femmes. Les annonces utilisant un langage restrictif ne sont pas acceptées à moins qu'elles ne soient conformes à la *Loi sur les droits de la personne*. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédactrice du *Bulletin* une déclaration énonçant ces raisons. L'énoncé des principes fondamentaux de l'ACPPU sur la liberté académique (www.acppu.ca/pages.asp?page=247&lang=2) reflète les priorités clés de cette organisation. Le comité de rédaction du *Bulletin de l'ACPPU* se réserve donc le droit de refuser de publier les annonces d'un établissement postsecondaire dans le cas où la teneur de ces annonces ou les pratiques de cet établissement démontrent l'existence d'une intention de restreindre la liberté académique (ou restreignent en fait celle-ci).

Le *Bulletin* accepte les offres d'emploi à l'extérieur du Canada à titre de service pour les membres de l'ACPPU qui pourraient être intéressés. La perception de la liberté académique et son degré de protection peuvent varier d'un pays à l'autre. À l'exception des États-Unis, où l'American Association of University Professors enquête sur des prétendues violations de la liberté académique, il n'existe aucune méthode nous permettant de vérifier la situation de la liberté académique dans les établissements postsecondaires étrangers. Deux fois par année, l'ACPPU publie une liste des collèges et des universités faisant l'objet de censure par l'AAUP. Pour obtenir des renseignements supplémentaires sur ces censures, prière d'écrire à l'AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tél : (202) 737-5900, ou de visiter www.aaup.org.

CAREERS CARRIÈRES

Two-for-One Deal

Recruit from two audience pools at once. Job ads with the **CAUT Bulletin** not only appear in the Career section of the newspaper but also go online for 30 days at **AcademicWork.ca** To place a career ad that will appear in print and online, call our advertising department at (613) 820-2270 or e-mail ads@caut.ca.

Deux pour un

Diffusez simultanément vos offres d'emploi dans deux médias différents. Les annonces publiées dans le **Bulletin de l'ACPPU** paraissent non seulement dans la section des carrières mais aussi en ligne sur le site **travailacademique.ca** pendant 30 jours. Pour insérer une annonce de carrière imprimée et en ligne, veuillez communiquer avec notre service de la publicité par téléphone (613-820-2270) ou par courriel (ads@caut.ca).

2 POUR 1 FOR

CAUT/ACPPU BULLETIN

A

■ **ADVANCED STATISTICS & QUANTITATIVE METHODOLOGY — University of Western Ontario.** Applications are invited for a Probationary, tenure track position at the Assistant Professor level (more senior applications will be considered). The Department is seeking a talented sociologist with expertise in Advanced Statistics and Quantitative Methodology. The candidate's broader substantive research interests may vary, but the ideal candidate will have an active research program in Population Studies, or one of the department's other fields of strength. The successful candidate will have expertise in a variety of advanced statistical techniques, including longitudinal data analysis, and will be able to teach undergraduate and graduate courses in Statistics and Methodology, and participate on graduate student supervisory committees. Potential candidates are expected to have a strong portfolio, including evidence of potential for excellence in teaching and research. Candidates must have a PhD in Sociology or Demography at the time of appointment. Preference will be given to applicants with some post-PhD teaching experience at the undergraduate and graduate level. Anticipated start date is either January 1, 2012, or July 1, 2012. The Department of Sociology has strengths in the areas of Population Studies, Diversity & Inequality, Aging & Health, and social theory and research methodology. The University of Western Ontario is a top-ranked research-intensive university and the Department has one of the largest Sociology programs in Canada. We have an excellent PhD and Masters level graduate program that regularly attracts outstanding Canadian and International applicants. Applications must include the following: (1) a cover letter, (2) a CV, (3) the names and contact information of three referees, (4) a sample publication, and (5) a teaching dossier. This material should be sent to: Professor Tracey Adams, Chair, Department of Sociology, Room 5316, Social Sciences Centre, The University of Western Ontario, London, Ontario, Canada, N6A 5C2; E-mail: tladams@uwo.ca. The deadline for receiving applications is September 30, 2011; however, candidates are advised to submit their applications as early as they can. Positions are subject to budgetary approval. Applicants should have fluent written and oral communications skills in English. All qualified candidates are encouraged to apply; however, Canadian and Permanent Residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people, and persons with disabilities

B

■ **BIOGEOCHEMICAL MODELING — University of Waterloo.** We are seeking an enthusiastic and self-motivated research assistant professor to play an active part in developing a new research program in ecohydrology at the University of Waterloo. This is a three-year position, with possibility of renewal, funded through the Canada Excellence Research Chair award to Dr. Philippe Van Cappellen (http://ecohydrology.uwaterloo.ca). The research assistant professor will develop and apply numerical models of the coupled interactions between geochemical, biological and transport processes in hydrological systems. We are therefore interested in candidates with strong numerical skills and, preferably, experience in reactive transport or ecohydrological modeling. The successful candidate will be expected to develop synergies with the experimental and field-based components of the ecohydrology research program. The research assistant professor holds a doctorate in earth sciences, environmental sciences, applied mathematics, or a related scientific area. (S)he has a demonstrated publication record and one or more years of postdoctoral experience. Candidates should send a curriculum vitae, statements summarizing their research and career interests, and names and contact information of three references all in one PDF document to: ecohydrology@uwaterloo.ca. The preferred start date of the position is September 2011. However, earlier or later dates are possible. Requests for further information on the position should be directed to: ecohydrology@uwaterloo.ca.

■ **BUSINESS (MARKETING) — University of Windsor.** The Odette School of Business at the University of Windsor invites applications for a tenure-track position at the rank of Assistant Professor in the area of Marketing commencing July 1, 2012. For a detailed position description visit our website at www.uwindsor.ca/facultypositions. Contact: Dr. Allen Conway, Dean, Odette School of Business, University of Windsor, 401 Sunset Ave, Windsor, Ontario, N9B 3P4, Tel: (519) 253-3000, Ext. 3091; Fax: (519) 973-7073; E-mail: aconway@uwindsor.ca. For information on the University of Windsor or the City of Windsor, contact Gerri Paceoca, Coordinator, Faculty Recruitment at 877-665-6606 (Toll free) within North America, call collect outside of North America at 001-519-561-1432 or Email: recruit@uwindsor.ca.

C

■ **CHEMISTRY — University of the Fraser Valley.** The University of the Fraser Valley is the school of choice for 16,000 students annually pursuing two master's degrees, 15 bachelor's degrees and almost 100 diploma and certificate programs. Our commitment to teaching excellence is supported by small class sizes, support for active research and scholarship, and a friendly supportive environment open to collaboration and innovation. According to the Globe and Mail's 2010 Canadian University Report, UFV is at the top of the list in the small universities category, earning an A grade in most satisfied students, quality of education, and teaching, and an A+ in student-faculty interaction and class size. The Department of Chemistry at the University of the Fraser Valley invites applications for a full-time faculty position to commence January 2012. We are seeking applications in the areas of analytical, environmental, or organic chemistry. Applicants should have an outstanding ability to teach and communicate with undergraduate students, and must be able to instruct across a broad range of the undergraduate Chemistry curriculum, including first year chemistry. We are primarily a teaching-oriented university and department but the successful candidate will also be expected to develop and maintain a research program, preferably one which involves undergraduate students. Candidates are required to hold a PhD (or close to completion) in chemistry or a closely related field. The applicant should demonstrate excellence, or a commitment to establishing a record of excellence in: teaching at the undergraduate level, and the establishment of an undergraduate-based research program. Candidates should submit a curriculum vitae, evidence of teaching excellence (student evaluation if available), a one-page statement of teaching philosophy including examples of innovative approaches to teaching and course design if available; a three-page statement of proposed research program, and three letters of reference. Applications, citing Posting 2011.62, should be sent to: Employee Services; University of the Fraser Valley, 33844 King Road, Abbotsford, BC, Canada V2S 7M8; Tel: (604) 854-4554; Fax: (604) 854-1538; Website: www.ufv.ca; Email resumes to: erinfo@ufv.ca. The Selection Advisory Committee will begin reviewing applications on November 1, 2011; however, the position will remain open until filled. Shortlisted applicants may be required to undergo a criminal record check. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. In an effort to be both environmentally and fiscally responsible, UFV will contact only candidates receiving an interview. We thank all applicants for considering UFV for employment. UFV is committed to the principle of equity in employment.

■ **COMPUTER INFORMATION SYSTEMS — University of the Fraser Valley.** The University of the Fraser Valley is the school of choice for 16,000 students annually pursuing two master's degrees, 15 bachelor's degrees and almost 100 diploma and certificate programs. Our commitment to teaching excellence is supported by small class sizes, support for active research and scholarship, and a friendly supportive environment open to collaboration and innovation. According to the Globe and Mail's 2010 Canadian University Report, UFV is at the top of the list in the small universities category, earning an A grade in most satisfied students, quality of education, and teaching, and an A+ in student-faculty interaction and class size. The Department of Computer Information Systems and the Faculty of Science at the University of the Fraser Valley, invites applications for a full-time faculty member to com-

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St. Thomas More College · University of Saskatchewan

TENURE-TRACK POSITIONS

St. Thomas More College (STM) is the Catholic liberal arts college federoted with the University of Saskotchewan. In our mission stotement, we affirm that "through our teaching we are devoted to a portnership of learning and growth with our students which addresses the synthesis of faith and reason in all aspects of the human condition. The creotive discovery of truth and its open disseminotion nourishes our life as teachers and members of the wider academic and Catholic intellectual community." Departments ot STM collaborote with University of Saskatchewon deportments in offering undergroduote and graduote programs in the humanities and sociol sciences.

STM is currently engoged in a major faculty renewal program. We ore accepting applications for the following tenure-track positions:

Economics

The Department of Economics at St. Thomas More College (STM) invites applications for a tenure-stream position commencing July 1, 2012 at the rank of Assistant or Associate Professor, depending on qualifications and potential for departmental leadership. The Department has teaching and research needs in economic areas related to human copital, especially health economics, economic development, labour economics, and international economics and globolization. Interest in the economics of social justice and the common good as they overlap with human capital will be considered an osset.

The successful candidate will have a completed PhD in economics and the ability to develop and teach introductory and intermediate micro and macro economic theory and courses in their area of specialization. The candidate must be willing to develop new upper year undergraduate and graduate courses and contribute to one or more of STM's distinctive progroms, e.g., Catholic Studies, Critical Perspectives on Social Justice and the Common Good, etc.

STM is committed to high-quality teaching and research. The successful candidate will be expected to supply a teaching dossier (e.g., teaching philosophy, peer and student evaluations of teaching, courses taught, sample syllobi and other materials as appropriate) as an indication of proven excellence. Candidates will be expected to develop an active, externally funded program of research, and to participate in collaborative research in an interdisciplinary environment.

Applicants must send a letter describing qualificatioas, curriculum vitae, three letters of reference, transcripts, and a sample of academic writing to:

Dr. G. R. Farthing, Acting Head
Department of Economics
St Thomas More College
1437 College Drive
Saskatoon, SK, S7N 0W6
gfarthing@stmcollege.ca

The Search Committee will begin its review of applicotions on **December 1, 2011** and continue until the position is filled. The salary will be commensurate with qualifications and experience.

English

The Department of English at St. Thomas More College (STM) invites applications for a tenure-stream position at the rank of Assistant Professor, commencing July 1, 2012. The Department has teaching and research needs in the area of Catholic Writers in English (all post-Renaissance periods will be considered).

The successful candidate will have a completed PhD in a relevant area of study at the time of appointment. In addition, the ideal candidate should have a broad background in the *Catholic intellectual tradition*. The successful candidate will be expected to contribute to STM's distinctive Minor in Catholic Studies and to other distinctive programs (e.g., Critical Perspectives in Social Justice and the Common Good, etc.) according to his/her interest.

STM is committed to high-quality teaching and research. The successful candidate will be expected to supply a teaching dossier (including teaching philosophy, peer and student evaluations of teaching, courses taught, sample syllobi) as an indicotion of proven excellence. Candidates will also be expected to develop an active, externally funded program of research, and to participate in collaborotive research in an interdisciplinary environment.

Applicants must send a letter describing qualifications, a curriculum vitae, letters of reference from three referees, and transcripts, as well as a sample of academic writing to:

Dr. Patrick Kelly, Head
Department of English
St Thomas More College
1437 College Drive
Saskatoon, SK, S7N 0W6
pjke@shaw.ca

The Search Committee will begin its review of applications on **October 17, 2011** and continue until the position is filled. The salary will be commensurote with qualificotions and experience.

Religion and Culture

The Department of Religion and Culture at St. Thomas More College (STM) invites applications for a tenure-stream position at the rank of Assistant Professor, commencing July 1, 2012. The Department has teaching and research needs in the area of Judaic Studies.

The successful candidate will have a completed PhD in a relevant area of study at the time of appointment. In addition, the ideal candidate should have a broad background in the history and teachings of *Judaism, and any vernacular languages* relevant to the candidate's specialized research. An ability and willingness to teach introduction to World Religions and introductory Hebrew are required.

The successful candidate will be expected to contribute to one or more of STM's distinctive programs, e.g., Catholic Studies, Critical Perspectives in Social Justice and the Common Good, Classical, Medieval and Renaissance Studies, Jewish and Christian Origins, etc.

STM is committed to high-quality teaching and research. The successful candidate will be expected to supply a teaching dossier (including teaching philosophy, peer and student evaluations of teaching, courses taught, sample syllobi) as an indication of proven excellence. Candidates will also be expected to develop an active, extem ally funded program of research, and to partiopote in collaborative research in an interdisciplinary environment.

Applicants must send a letter describing qualifications, a curriculum vitae, letters of reference from three referees, and transcripts, as well as a sample of academic writing to:

Dr. Chris Faley, Acting Head
Department of Religion
and Culture
St Thomas More College
1437 College Drive
Saskatoon, SK, S7N 0W6
cfaley@stmcollege.ca

The Search Committee will begin its review of applicotions on **September 15, 2011** and continue until the position is filled. The salary will be commensurate with qualifications and experience.

Sociology

The Department of Sociology at St. Thomas More College (STM) invites applications for a tenure-stream position commencing July 1, 2012 at the rank of Assistant or Associate Professor, depending on qualifications and potential for departmental leadership. The Department has teaching and research needs in the area of Sociology of Family with an emphasis on children and changing gender roles in families.

The successful candidate must also have the ability to develop and teach undergraduate and graduate courses and conduct research in areas related to shifting patterns of paid and unpaid work, mothering and fathering, gender divisions of labour within families, and olteration in family and kinship institutions as a consequence of social structural changes. The ability to teach research methods (qualitative and quantitative) will be considered an asset.

The successful candidate will have a completed PhD in a relevant area of study at the time of appointment. In addition, the ideal candidate should have a broad background in the Sociology of Family. The successful candidate will be expected to contribute to one or more of STM's distinctive programs, e.g., Catholic Studies, Critical Perspectives on Social Justice and the Common Good, etc.

STM is committed to high-quality teaching and research. Candidates are asked to supply a teaching dossier (including teaching philosophy, peer and student evaluations of teaching, courses taught, sample syllabi) as an indication of proven excellence. Candidates will also be expected to develop an active, externally funded progrom of research, and to participate in collaborotive research in an interdisciplinary environment.

Applicants must send a letter describing qualifications, a curriculum vitae, letters of reference from three referees, and transcripts, as well as a sample of academic writing to:

Dr. Darrell McLaughlin, Chair
Department of Sociology
Search Committee
St. Thomas More College
1437 College Drive
Saskatoon, SK, S7N 0W6
dmclaughlin@stmcollege.ca

The Search Committee will begin its review of applications on **November 7, 2011** and continue until the position is filled. Salary will be commensurate with qualifications and experience.

In accordance with Canodian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. STM is committed to diversity within its aculty. Women, Aboriginal people, people with disabilities, visible minorities and members of other designated groups are encouraged to self-identify on their application. Additional informotion on STM College and the University of Soskatchewon is available on the STM website (**http://www.stmcollege.ca**).

St. Thomas More College
1437 College Drive · Saskatoon · SK · S7N 0W6

STM
ST. THOMAS MORE COLLEGE
University of Saskatchewan

CAREERS CARRIÈRES

mence January 1, 2012, or soon thereafter (subject to budgetary approval). Candidates are required to have expertise in software development, and preference will be given to candidates who have a demonstrated interest and expertise in at least one of the following areas: distributed programming, programming for mobile devices, cloud computing, gaming, multimedia and graphics, artificial intelligence, robotics, simulation and modelling, operating systems and real-time and systems programming. Other related expertise will be considered. We are seeking individuals who have an outstanding ability to teach and communicate effectively with undergraduate students, and are able to instruct and develop courses across a broad-range of computer information systems and computing science courses. Qualifications required include a PhD (or close to completion) in Computing Science, Computer Information Systems or a closely related area, and demonstrated excellence, or commitment to establishing a record of excellence in teaching at the undergraduate level. Flexibility, industry experience, currency in topic areas, and evidence of scholarly activities are also important considerations. Candidates should submit a curriculum vitae; evidence of teaching excellence (student evaluations if available); one-page statement of teaching philosophy including examples of innovative approaches to teaching and course design if available; and three letters of reference prior to being interviewed. Applications, citing Posting 2011.51, should be sent to: Employee Services, University of the Fraser Valley, 33844 King Road, Abbotsford, BC, Canada, V2S 7M8; Tel: (604) 854-4554; Fax: (604) 854-1538. Website: www.ufv.ca; Email resumes to: erinfo@ufv.ca. The Selection Advisory Committee will begin reviewing applications on June 1, 2011; however, the position will remain open until filled. Shortlisted applicants may be required to undergo a criminal record check. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. In an effort to be both environmentally and fiscally responsible, UFV will contact only candidates receiving an interview. We thank all applicants for considering UFV for employment. UFV is committed to the principle of equity in employment.

E

ENGLISH — St. Jerome's University. St. Jerome's University, situated in the heart of the University of Waterloo campus, is a public Roman Catholic university federated with the University of Waterloo since 1960. The Department of English at St. Jerome's University invites applications for a tenure-track appointment at the rank of Assistant Professor, commencing July 1, 2012. The successful candidate will have a PhD in English and expertise in Early Modern Literature, with specialization in Shakespeare. Faculty members must meet a high standard of teaching excellence, have a strong sense of collegiality, demonstrate a commitment to service, and develop a solid research agenda. While St Jerome's is primarily an undergraduate liberal arts institution, there is some opportunity to take part in graduate teaching and supervision in the University of Waterloo graduate English program. As of May 1, 2012 the base salary for an Assistant Professor will be $72,309. Candidates should send a letter detailing their interest in and suitability for the position, a curriculum vitae, a teaching portfolio/dossier with a statement of teaching philosophy, an outline of a research agenda, one or two sample publications, and three confidential letters of recommendation. Applications from women and men who are familiar with the traditions of the Roman Catholic faith are encouraged. Please send applications to: Dr. Norm Klassen, Chair, Department of English, St. Jerome's University, 290 Westmount Rd N, Waterloo, ON, Canada N2L 3G3. St. Jerome's University is committed to the principles of employment equity and in accordance with Canadian immigration requirements this advertisement is directed in the first instance to Canadian citizens and permanent residents of Canada. The Committee will begin reviewing applications on October 14, 2011. For further information on St. Jerome's University, visit www.sju.ca

I

INTERNATIONAL DEVELOPMENT STUDIES — Saint Mary's University. The Saint Mary's University International Development Studies Program (www.smu.ca/academic/arts/ids) is seeking a qualified candidate for the following tenure-track position beginning January 1, 2012, subject to budgetary approval. The successful candidate normally will be appointed at the assistant professor rank at a level in accordance with his or her qualifications and experience. However, an exceptionally well-qualified candidate may be appointed at the entrance level to the associate professor rank. Applicants must have a completed PhD, and work experience in a North American university. Applicants must provide strong evidence of excellent teaching ability at the university level in the area of international development studies or a closely related social science field, preferably at both the undergraduate and graduate levels. The Selection Committee will give preference to applicants with a specialization in the political economy of development and environment and development, although other research areas (especially those from a gendered perspective) will be considered in the case of an especially well-qualified applicant. Regional specialization is open. The successful candidate must be prepared to teach both core and elective courses in international development studies, among which would be Introduction to Development Studies and Environment and Development, and to participate fully in the delivery of the International Development Studies interdisciplinary program at both the undergraduate and grad-

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UNIVERSITY OF ALBERTA

www.careers.ualberta.ca

Chair, Department of Public Health Sciences

The School of Public Health at the University of Alberta invites nominations and applications for the position of Chair, Department of Public Health Sciences. In particular, the School seeks an innovative academic leader who has the creativity and the vision to take the Department to new levels of achievement.

The School, created in 2006, is Canada's first stand-alone Faculty in Public Health and works collaboratively inside and outside the University to build connections between public health research, policy and practice at provincial, national, and international levels. It is committed to becoming the first School of Public Health in Canada to be accredited by the Council on Education in Public Health by 2012. The University of Alberta in Edmonton is one of the top 100 teaching and research universities in the world. Founded over a century ago, the University has an annual budget in excess of $1 billion and attracts over $500 million in external research funding. Its 18 Faculties offer almost 400 undergraduate and graduate programs.

The Department, which is part of the School of Public Health, is committed to training and research in epidemiology, biostatistics, health policy and management, environmental health sciences, and global health with an emphasis on community engagement. The Department has 28 faculty members and offers three graduate programs in several disciplines: a course-based MPH, a thesis-based MSc, and a PhD. Almost 800 students have graduated from the Department since it was formed fifty years ago. Current research interests of Department faculty include health technology assessment, diabetes treatment outcomes, healthy weights in school children, and maternal health in Pakistan. External research funding has averaged $6 million annually. For additional information please go to the School website at www.publichealth.ualberta.ca.

The Chair, who reports to the Dean of the School of Public Health, will provide strategic and innovative leadership to the Department that will enhance its programs in research, graduate education and community engagement, both nationally and internationally. The Chair will promote interdisciplinary collaboration in the Department, the School and the University, and be instrumental in developing external relationships and community networking and engagement. The successful candidate will be eligible for a tenured senior academic appointment; will have a graduate degree or higher in a related field as well as substantial experience and a significant reputation in the field of public health; and will possess a wide range of skills and experience including proven leadership abilities, strong academic credentials or clear linkages with the academic community, a distinguished record in university teaching and research, and a sustained record of leveraging funds in the field.

The competition will remain open until the position is filled; the earliest date of appointment is July 1, 2011. Written nominations, applications, or expressions of interest for the position should be submitted in confidence to the address shown below.

To apply online visit: www.careers.ualberta.ca/Competition/A109813403

Roberta Zopf
School of Public Health
5-10 University Terrace
8303 - 112 Street
Edmonton, Alberta, Canada
T6G 2T4
chair.search@sph.ualberta.ca
Fax: (780) 492-9579

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

Alberta's TOP 50 EMPLOYERS 2011

Division of Community Health and Humanities
FACULTY OF MEDICINE

MEMORIAL UNIVERSITY

Assistant Professor
Health Policy/Health Care Delivery

The Division of Community Health and Humanities, Memorial University invites applications for a three-year term appointment in **Health Policy/Health Care Delivery.**

The appointment will be at the Assistant Professor level although initial rank and salary will be commensurate with qualifications and experience. The appointment is for a three-year term (subject to budgetary approval) and there is a potential to convert to tenure track. The successful candidate will contribute to the undergraduate and graduate programs; establish an independent, externally funded program of research; and participate in service activities.

Candidates should hold a PhD in health policy, health administration, applied health services research or related field. Individuals who are currently in the later stages of their graduate training or senior health policy analysts or administrators are also encouraged to apply. Priority will be given to applicants with expertise in quantitative research methods, knowledge of the Canadian health care system, a promising publication record in refereed journals, and the ability to develop a productive research program supported by external funding. The candidate's area of research should fall within the mandate of the Division. http://www.med.mun.ca/CommunityHealth/Home.aspx

Applications should be addressed to:
Dr. Shree Mulay, Associate Dean
Division of Community Health and Humanities
Faculty of Medicine
Memorial University of Newfoundland
St. John's, Newfoundland and Labrador, A1B 3V6

Applications can be submitted electronically to smeadus@mun.ca or by fax: **(709) 777-7382.** Please include **Reference # VPA-MEDI-2011-001**

The application package should include curriculum vitae, contact details of three referees, one sample of scholarly writing, and a letter of application including an overview and discussion of qualifications and interests as they relate to the position.

Applications will be accepted until **August 31, 2011.**

The Faculty of Medicine is located in the Health Science Centre on the campus of Memorial University. This facility also houses the Schools of Nursing and Pharmacy, the Health Science Library, the General Hospital, the H. Bliss Murphy Cancer Centre, and the Janeway Children's Hospital. The integrated complex allows for close working relationships in both research and teaching among the Faculties of Medicine and the Schools of Nursing and Pharmacy.

Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the education and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs to almost 17,000 students, Memorial provides a distinctive and stimulating environment for learning. St. John's is a safe, friendly city with great historic charm, a vibrant cultural life, and easy access to a wide range of outdoor activities.

Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, aboriginal people, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

EDWARDS SCHOOL OF BUSINESS
UNIVERSITY OF SASKATCHEWAN

Assistant/Associate Professor
Business Policy, Strategy & Entrepreneurship

The Department of Management and Marketing, Edwards School of Business, University of Saskatchewan invites applications for a tenure-track faculty position in strategy and entrepreneurship starting July 2012. Salary and rank will be commensurate with qualifications.

The successful candidate's primary responsibilities will be to provide excellent instruction in strategy and entreprenaurship, maintain an activa program of scholarship, and participate in service activities consistent with the rank of appointment. Candidates must have completed, or ba naar completion of a relevant PhD degree from an accredited institution. They should demonstrata research and teaching excellence or the potential to develop a vigorous research program whila contributing effectively toward studant laarning.

To receive full consideration, applications should be received by **July 1, 2011.** Applicants attending tha AOM conference in San Antonio in August 2011 may hava tha opportunity to meet in person with faculty members from the Edwards School of Business to learn mora about this position. Candidates should send a lettar of application describing their qualifications for tha position, a currant CV, and a description of their research interests to:

Dr. Marv Paintar,
Departmant Haad, Markating and Managamant
Edwards School of Business, Univarsity of Saskatchawan
25 Campus Drive, Saskatoon, SK, S7N 5A7, Canada
Email: painter@edwards.usask.ca

The University of Saskatchewan is one of Canada's leading research-intensive universities. World-class research facilities, renowned faculty and award winning students make the U of S a leader in post-secondary education. It is home to the Wilson Centra for Entrepreneurial Excellence and to the Edwards School of Business.

www.edwards.usask.ca

CAREERS CARRIÈRES

UNIVERSITY OF SASKATCHEWAN

Applications are Invited for
RESEARCH CHAIR IN HEALTH QUALITY IMPROVEMENT SCIENCE

The Chair will be a nationally/internationally recognized scholar and leader in the science of quality improvement in health care. S/he will catalyze the implementation of an interprofessional Health Quality Improvement Initiative for the Health Sciences. The position presents outstanding opportunities to create synergies and research partnerships with a host of collaborators within the University, in healthcare, national and international colleagues, and most notably the Saskatchewan Health Quality Council (www.hqc.sk.ca), and to build interprofessional health sciences curricula focused on excellence and quality outcomes.

The University of Saskatchewan (www.usask.ca) is a leading research-intensive university, with the widest array of health science programs in Canada. The beautiful U of S campus is located in Saskatoon – the thriving 'City of Bridges.'

Please see www.usask.ca/healthsciences/council for full information about the Chair. Applications will be accepted until July 31, 2011 or until the position is filled.

The U of S is committed to Employment Equity. Members of designated groups (women, Aboriginal people, people with disabilities, and visible minorities) are encouraged to self-identify on their applications. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.

Kick Start Your Job Hunt
La recherche d'emplois accélérée
AcademicWork.ca TravailAcademique.ca

DALHOUSIE UNIVERSITY
Inspiring Minds

Faculty of Medicine • Dalhousie Medicine New Brunswick

Assistant Professor (Three-Year Limited Term) Department of Anatomy & Neurobiology

The Department of Anatomy and Neurobiology in the Faculty of Medicine at Dalhousie University invites applications to fill one 3-year limited-term position at the rank of Assistant Professor. The successful candidate will deliver components of the medical curriculum including Gross Anatomy, Histology, Embryology and Neuroanatomy, for Dalhousie Medicine New Brunswick (DMNB) at the New Brunswick Campus, Saint John site. Teaching activities will also include the development of anatomy programs and elective courses for medical students. The successful candidate will have a teaching load of not less than 200 contact hours (lecture, laboratory, tutoring). Extensive experience for the proper care, handling, tracking and use of cadaveric material is essential.

The successful candidate will be expected to have managerial experience with respect to development and overseeing of policies and procedures necessary for the operation and supervision of laboratory staff and the unit. The location of the new anatomy and multipurpose teaching labs in the hospital creates tremendous opportunity for innovative teaching. The successful candidate will also be actively involved in the management of a new biomedical wet lab research facility in the adjacent DMNB building on the University of New Brunswick Saint John Campus.

Applicants must hold a PhD or its equivalent, with a minimum of 2 years post-doctoral training in biomedical sciences and must have extensive experience (at least 5 years) in teaching and management of an academic research and teaching labs. Salary will be commensurate with qualifications and experience. Further information concerning this position and the Department may be obtained by consulting www.anatomy.dal.ca or http://newbrunswick.medicine.dal.ca/.

Dalhousie University's Faculty of Medicine has established a new campus in New Brunswick with its primary administrative facility located on the University of New Brunswick Saint John Campus adjacent to the Saint John Regional Hospital. The historic port city of Saint John boasts excellent recreational, cultural lifestyle opportunities (www.saintjohn lifeonyourterms.ca).

Interested applicants will submit their curriculum vitae with teaching dossier, and arrange for the forwarding of three letters of reference to:

BY MAIL:
Search Committee
Department of Anatomy and Neurobiology
Faculty of Medicine
1459 Oxford Street
Dalhousie University
Halifax, Nova Scotia
B3H 4R2 CANADA

BY COURIER:
Search Committee
Department of Anatomy and Neurobiology
Faculty of Medicine
5850 College Street
Sir Charles Tupper Medical Building
Dalhousie University
Halifax, Nova Scotia
B3H 4R2 CANADA

Closing date for receipt of applications is **July 15, 2011**. Starting date is negotiable but is intended that the position will be filled by January 1, 2012.

All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority. Dalhousie University is an Employment Equity/Affirmative Action employer. The University encourages applications from qualified Aboriginal people, persons with a disability, racially visible persons, and women.

uate levels. Those candidates wishing to be considered for the higher levels of the assistant professor rank or the entry level at associate professor rank must demonstrate an active and recognized engagement in a continuous and productive research program, significant experience as a very good teacher, and a record of effective institutional, professional and community service. Saint Mary's University is committed to the internationalization of its curriculum and related programs, and has made this one of the central goals of its long-term Academic Plan. The International Development Studies Program is a central part of this Internationalization strategy. The successful candidate will be joining a program and a university which see International and global issues as central to research, teaching and professional practice. Interested candidates should send a letter of application outlining their suitability for the position, an up-to-date curriculum vitae, contact information for three persons willing to write letters of reference, evidence of successful teaching and service, an outline of the applicant's current and future research program, publications, and any other materials they consider pertinent to their candidacy by post or email (ismailey@smu.ca) directly to: Dr. Anthony H. D'Malley, Coordinator, International Development Studies, Saint Mary's University, 923 Robie Street, Halifax, NS, B3H 3C3. Applicants are responsible for ensuring that their application files are complete. The Selection Committee will begin reviewing applications on June 1, 2011, and will continue until the position is filled. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. Saint Mary's University encourages applications from women, aboriginal peoples, visible minorities, and individuals with disabilities.

■ **INTERNATIONAL DEVELOPMENT STUDIES — Saint Mary's University.** The Saint Mary's University International Development Studies Program (www.smu.ca/academic/arts/ids) is seeking a qualified candidate for the following four-month limited term contractual position beginning on September 1, 2011 in the academic year 2011–2012. The successful candidate normally will be appointed at the assistant professor rank at a level in accordance with his or her qualifications and experience. Applicants must have a completed PhD or be a near-to-completion ABD, although an especially well-qualified MA will be considered. Applicants must have documented excellence in teaching at the university level in the area of international development studies, or a closely related social science field, and preferably at undergraduate and graduate levels. The successful candidate must be prepared to teach Introduction to Development Studies, a module of the Program major's Seminar in Development Studies, and a regional specialization course (Latin America, Africa, or Asia). Saint Mary's University is committed to the Internationalization of its curriculum and related programs, and has made this one of the central goals of its long-term Academic Plan. The International Development Studies Program is an important part of this Internationalization strategy. The successful candidate will be joining a program and a university which see International and global issues as central to research, teaching and professional practice. Interested candidates should send a letter of application outlining their suitability for the position, an up-to-date curriculum vitae, contact information for three persons willing to write letters of reference, evidence of successful teaching, and any other materials they consider pertinent to their candidacy directly to: Dr. Anthony H. D'Malley, Coordinator, International Development Studies, Saint Mary's University, 923 Robie Street, Halifax, NS, B3H 3C3. Applicants are responsible for ensuring that their application files are complete. The Selection Committee will begin reviewing applications on June 1, 2011. In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. Saint Mary's University encourages applications from women, aboriginal peoples, visible minorities, and individuals with disabilities.

M

■ **MARKETING — University of Toronto Scarborough.** The Department of Management, University of Toronto Scarborough, invites applications for a tenure-stream position in Marketing at the rank of Assistant, Associate or Full Professor. The appointment will be effective July 1, 2012. Candidates should have a Ph.D. in Marketing on appointment (completed or near completion). Preference will be given to candidates who demonstrate excellence in research and teaching. Particular attention will be given to applicants with research focus in Consumer Behavior. Responsibilities include advancing the area's research agenda and teaching undergraduate students at the University of Toronto Scarborough, and active involvement in graduate student education and training through the Joseph L. Rotman School of Management. The Department of Management at the University of Toronto Scarborough is highly research oriented and seeks to attract the best candidates. Compensation is commensurate with qualifications and experience and will be comparable with the top research schools anywhere in the world. Additional information on the Department can be found at http://www.utm.utoronto.ca/~mgmt/ and the Joseph L. Rotman School of Management http://www.rotman.utoronto.ca/index.html. Interested candidates should apply online at http://www.jobs.utoronto.ca/faculty.htm (Job Number 1100388). Please ensure that you include a letter of application with a current curriculum vitae, copies of your published/unpublished research papers and any evidence of excellence in teaching. We encourage applicants to combine PDF or MS WORD documents in one or two files. Three letters of reference should be submitted electronically to: management-referenceletters@utsc.utoronto.ca. The deadline for applications is August 15, 2011. However, for interested candidates who plan on attending the AMA Summer Educators' Conference in San Francisco between August 5–7, 2011, please submit your applications by July 04, 2011. The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

O

■ **ORGANIZATIONAL BEHAVIOUR/HUMAN RESOURCE MANAGEMENT (OB/HRM) — Wilfrid Laurier University.** The School of Business & Economics at Wilfrid Laurier University invites applications for TWO (2) tenure-track faculty positions at the assistant professor level in OB/HRM, starting July 1, 2012. The position is subject to budgetary approval. For a detailed position description, visit our website at http://www.wlu.ca/academic/postings/bus.shtml.

P

■ **POLITICAL STUDIES — Queen's University.** The Department of Political Studies at Queen's University (www.queensu.ca/politics) invites applications for a tenure-track position at the Assistant Professor level in International Relations (specialization open). This position is subject to budgetary approval. Applicants should have a completed Ph.D. or include a statement from their supervisor attesting that they will have defended their PhD Thesis by January 1, 2012. We will give preference to applicants who show evidence of potential excellence in teaching and research, and who complement the existing research and teaching strengths of the Department. The University invites applications from all qualified individuals. Queen's is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity. The academic staff at Queen's University are governed by a Collective Agreement between the Queen's University Faculty Association (QUFA) and the University which is posted at www.queensu.ca/vpac/FacultyRelations/CollectiveAgreements.html. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Applicants must submit a current c.v., a writing sample, indicate their teaching and research interests, and arrange for three letters of reference to be sent to: Janet Hiebert, Head of Department of Political Studies, Room C321 Mackintosh-Corry Hall, 99 University Ave, Kingston, ON, K7L 3N6. The Department will begin reviewing applications July 31, 2011. The starting date for the position will be January 1, 2012

S

■ **SOCIAL WORK — University of the Fraser Valley.** Located in the heart of the Fraser Valley, the University of the Fraser Valley, with over 16,000 students pursuing two master's degrees, 15 bachelor's degrees and almost 100 diploma and certificate programs, is committed to teaching excellence. UFV is a multi-campus institution and according to the Globe and Mail's annual Canadian University Report was at the top of the list in the small universities category, earning an A grade in most satisfied students, quality of education, and teaching, and an A+ in student-faculty interaction and class size. The School of Social Work and Human Services at the University of the Fraser Valley invites applications for a full-time, permanent faculty to teach generalist social work theory and clinical practice skills in its undergraduate programs and to teach advanced social work practice with children and families in its MSW program. The School of Social Work and Human Services offers a BSW (Generalist & Child Welfare Option); a Diploma in Social Services (Generalist & First Nations Option); and a Community Support Worker Certificate. The School has developed collaborative relationships with the Stó:lo Nation and all BSW students take required courses in Aboriginal Social Work. The BSW is fully accredited by the Canadian Association of Schools of Social Work. The new MSW was given final approval by the Ministry of Advanced Education as of July 2010. The School of Social Work and Human Services is looking for a faculty member who has expertise in leadership and supervision, as well as expertise in Aboriginal social work practice, and expertise in one or more of the following areas: child welfare, family-centered social work, feminist practice, health care, mental health and addictions, social work and the law, or gerontology. The successful applicant will possess strong communication and organizational skills with excellence in teaching and a record of scholarly activities. Additional skills will include curriculum development, practicum supervision, working with a diverse student population, and being a team player. Preference will be given to candidates of Aboriginal heritage. The successful candidate is expected to have a PhD (or near completion) in Social Work or related field. A social work degree is required. Direct curriculum vitae or resume including evidence of appropriate qualifications and teaching evaluations, and three letters of reference, referring to Posting 2011.31 to: Employee Services, University of the Fraser Valley, 33844 King Road, Abbotsford, BC, Canada V2S 7M8; Tel: (604) 854-4554; Fax: (604) 854-1538; Websits: www.ufv.ca; Email resumes to: erinfo@ufv.ca. The Selection Advisory Committee will begin reviewing applications on June 1, 2011; however, the position will remain open until filled. Shortlisted applicants may be required to undergo a criminal record check. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. In an effort to be both environmentally and fiscally responsible, UFV will contact only candidates receiving an interview. We thank all applicants for considering UFV for employment. UFV is committed to the principle of equity in employment.

■ **STATISTICS — Memorial University of Newfoundland.** The Department of Mathematics and Statistics at Memorial University of Newfoundland has undergone a process of faculty renewal and has made a number of recent appointments in Mathematics and Statistics. The Department invites applications for a tenure-track Assistant Professor position in Statistics. Applicants must have an earned doctorate and an excellent record of publications in Statistics. Candidates should have some teaching experience and the skills required to become an excellent teacher. Duties for the position include: graduate teaching and supervision; undergraduate teaching and the development of a vigerous research program. Applications in all areas of Statistics will be considered. The closing date for applications to the University is September 30, 2011. Candidates should submit a curriculum vitae, a description of research interests; and the names and addresses (include e-mail) of at least three referees. Applications should be sent to: Head of Department, VPA-MAST-2010-005, Department of Mathematics & Statistics, Memorial University of Newfoundland, St. John's, NL, A1C 5S7 Canada, E-mail: mathstat@mun.ca; Internet: www.mun.ca/math. You MUST use the code VPA-MAST 2010-005 on all correspondence. Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the educational and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs to almost 18,000 students, Memorial provides a distinctive and stimulating environment for learning in St. John's, a very safe, friendly city with great historic charm, a vibrant cultural life, and easy access to a wide range of outdoor activities. Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, aboriginal people and persons with disabilities. All qualified candidates are encouraged to apply; however Canadian citizens and permanent residents will be given priority. Partners of candidates for positions are invited to include their resume for possible matching with other job opportunities.

V

■ **VISUAL ARTS — University of Victoria.** The Faculty of Fine Arts, Department of Visual Arts at the University of Victoria invites applications for a tenure-track faculty appointment at the level of Assistant or Associate Professor in Studio Practices. The Department of Visual Arts is home to approximately 250 students in a dynamic studio based program with a strong record of success at the undergraduate and graduate levels. Faculty members are committed instructors and are practising artists, active professionally at the local, national and international level. Our students graduate to professional practice in the visual arts and related fields, to advanced study and, at the Master's level to academic careers. The Department offers instruction in the areas of Drawing, Painting, Sculpture, Photography, Video and Digital Media. This position will involve the teaching of graduate and undergraduate students from diverse backgrounds in critically informed contemporary studio practice. All regular faculty members in the Department participate in the full range of Departmental activities including general departmental administration, committee work, and related duties, while maintaining an active creative research profile. The successful applicant will hold an MFA or equivalent degree, be a practising artist with a significant record of production and exhibitions, and will have demonstrated experience in post-secondary teaching, with the ability to teach in two or more of the Department's areas of instruction and with potential for achieving an administrative role in the Department. At the Associate level, the candidate will have demonstrated excellence in teaching with a minimum of two years experience at the post-secondary level, and will have demonstrated administrative experience, with strong interest in service as Department Chair. Letters of application addressing these criteria, a curriculum vitae, twenty images/other documentation, a statement of teaching philosophy and areas of instruction, and the names and contact information for three referees should be sent to the address below. Consideration of candidates will commence immediately, with an anticipated start date of January 2, 2012 or when the position is filled. Danie Laskarin, Chair, Department of Visual Arts, University of Victoria, PO Box 1700 Stn CSC; Victoria, BC, V8W 2Y2; Tel: 250-721-8011; Website: http://www.finearts.uvic.ca/visualarts/. RTR 230-038. The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University. All qualified candidates are encouraged to apply; however, in accordance with Canadian immigration requirements, Canadians and permanent residents will be given priority.

ACCOMMODATIONS

■ **LANGUEDOC, FRANCE** — Great Holiday Rentals. Languedoc area near Montpellier/Mediterranean. Medieval house & studio apartment. Self Catering. From $650/week for 2 people. www.ruemontbel.com. Enquiries: sjever@shaw.ca.

■ **SOUTH OF FRANCE** — Furnished one bedroom house (sleeps 5) in village near Lodeve west of Montpellier from $1200 per month and three bedroom house (sleeps 6) in Puy-loubier, near Aix en Provence from $1400 per month, both with wifi, terrace, washing machine, lovely surroundings. www.homeaway.com/vacation-rental/p252988; www.homeaway.com/vacation-rental/p161271 Either available for short or long term rental. b.sawan@utoronto.ca 416-533-8844.

■ **EDINBURGH, SCOTLAND** — Fully furnished 3-bedroom flat available for rental from September 2011 to June 2012. Centrally located (New Town). All modern conveniences, including gas central heating, washing machine, dishwasher, broadband wireless Internet. Children welcome. Call Kathryn Chittick/Stephen Brown: (705) 749-1487 or (705) 748-1011 x7733. Email k.chittick@btinternet.com or swbrown@trentu.ca.

■ **MONTREAL, QUEBEC** — Spacious & full-equipped cottage near Montreal in a peaceful & family oriented neighbourhood. Available August 1st, 2011 to June 30th, 2012. Children welcome. Please contact: laberge.marie@sympatico.ca for more information.

■ **HALIFAX, NOVA SCOTIA** — Sabbatical Home. Sunny 2–3 bedroom furnished home in Halifax's hydrotome neighbourhood. 09/2011–07/2012. Perfect for a couple or family w/ children. Baby furniture available. Move-in dates flexible. $1500/month utilities INCLUDED except water. Photos available. Contact Liz at 902-431-0726, liz.fitting@gmail.com.

WANTED

■ **AUTHORS** — Join the online digital revolution writing interactive textbooks. Financial safeguards for authors. More information at http://www.ameiox.com/jobs.htm.

CAREERS CARRIÈRES

SCHOOL OF SOCIAL WORK

Faculty Position in Social Work

MEMORIAL UNIVERSITY

REFERENCE # VPA-SOWK-2011-001

Applications are invited for a tenure-track faculty position at the rank of assistant professor. Normally, the preferred candidate will have an MSW and a PhD in social work or a related discipline as well as social work experience. A completed earned doctorate is required for the appointee to receive the rank of Assistant Professor or above and to be in a tenure-track position. Candidates who are nearing completion of their doctorate may apply, and if successful, shall be appointed to a regular term, non-renewable three-year appointment at the rank of Assistant Professor. If the candidate completes all the requirements for the doctorate during the first 24 months of the term appointment, he/she shall begin a tenure-track appointment following completion of the requirements of the degree. Assets for the position include, but are not limited to: demonstrated expertise in teaching social work; social work practice experience; an ability to work collaboratively with a wide range of communities; a publication record; and a clearly articulated program of future scholarship. Persons in all social work substantive areas are encouraged to apply, particularly those working on topics or with populations that are traditionally marginalized. Memorial's School of Social Work is committed to the University's goals of internationalization, as well as to its recognition of our special obligation to the people of Newfoundland and Labrador. This includes: child welfare, community and rural development, gerontology, mental health and poverty. Areas of expertise of particular interest also include Aboriginal knowledge and practices, clinical group work, dis(Abilities) and immigration and/or refugee experiences.

Memorial's School of Social Work is committed to diversity, social justice, and academic integrity. The School's programs prepare students for ethical, competent, innovative, and effective practice. The undergraduate curriculum is distinguished by its emphasis on general practice in urban, rural, and remote communities. Innovative full-time and part-time programs at the MSW and PhD levels prepare graduates for leadership in social work education, research, and practice. In all its programs, including distance delivery, the School promotes a stimulating and challenging learning environment that advances social work education, scholarship, research, community service, and professional practice. The BSW and MSW programs are accredited by the Canadian Association for Social Work Education (CASWE). The School's mission, distinctive features, and leadership capacity is supported by a growing, diverse, and collegial faculty. Further information about the School of Social Work and Memorial University are available on our website: http://www.mun.ca/socwrk/home/.

Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the educational and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs to approximately 18,000 students, Memorial provides a distinctive, stimulating, and fun environment for learning. St. John's is a friendly city with great historic charm, and a vibrant cultural life. It is nested within striking landscapes and offers a wide range of outdoor activities.

Applications should include: (1) A letter of application; (2) A current curriculum vitae; (3) A statement outlining scholarly achievement, teaching excellence and research interests; (4) Evidence of content expertise and teaching effectiveness that may include sample course oulines and teaching evaluations; (5) A statement of teaching philosophy and interests; (6) Samples of scholarship or professional writing; and (7) Names and contact information of three current referees.

Applications will be addressed to:
Dr. Alean Al-Krenawi
School of Social Work, Memorial University of Newfoundland
St. John's, Newfoundland and Labrador, A1C 5S7
Tel: 709-864-8044 / Fax: 709-864-3503

Closing date for applications is **June 15, 2011**. Our goal is to fill these positions by August 1, 2011, or as soon as possible thereafter.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, Aboriginal people, and persons with disabilities.

UNIVERSITY OF ALBERTA

www.careers.ualberta.ca

Assistant Professor & Katz Group Research Fellow in Health Law

The Faculty of Law at the University of Alberta invites applications for the Katz Group Research Fellow in Health Law. This position, which will be funded by the Katz Group Chair in Health Law endowment and external research grants, is a two-year non-tenure track contract position at the assistant professor level with a possibility of future contract extensions or conversion to tenure track.

The successful candidate will join a thriving health law and policy team. Although the emphasis of this position is on research and writing, the position also carries with it teaching responsibilities in both the Faculty of Law and the Faculty of Pharmacy and Pharmaceutical Sciences. The successful candidate will work with the Faculty of Pharmacy and Pharmaceutical Sciences to develop and present lectures to student pharmacists on health ethics, health law (privacy and negligence), and federal and provincial pharmacy legislation; the total annual load would be 22-25 class periods and the individual will teach one course in the Faculty of Law as well. The individual will work with the Faculty of Law's Health Law scholars, including the holder of the Katz Group Chair in Health Law, to facilitate the coordination of research and associated dissemination activities. The successful candidate may also involve high-level project management activities related to existing and future interdisciplinary research initiatives. Finally, the successful candidate will be expected to have his or her own research agenda that complements existing health law and policy research in the Faculty of Law.

The successful candidate will have a graduate degree in law. Preference will be given to applicants with a health law background and/or health law related Ph.D., or in the process of completing a Ph.D. or equivalent. Candidates should have a strong record or aptitude for research and publication, experience or interest in teaching at a post-secondary level and experience or interest in working with interdisciplinary research teams, project management and the production of research grants.

The competition will remain open until the position is filled, but short-listing of candidates will commence June 6, 2011. Interested persons should send a cover letter with a brief description of previous research and teaching experience, a complete CV, the names of at least three references, and reprints of significant work via e-mail to:

Professor Phillip Bryden
Wilbur Fee Bowker Professor and Dean
dean@law.ualberta.ca

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

Alberta's Top 50 Employers 2011

UNIVERSITY OF SASKATCHEWAN

COLLEGE OF KINESIOLOGY

The College of Kinesiology offers a four-year Bachelor of Science degree in Kinesiology (B.Sc. Kin. and B.Sc. Kin. - Hon.) as well as graduate programs at the M.Sc. and Ph.D. levels. Current enrolment consists of approximately 525 undergraduate students and 40 graduate students. The College is committed to the scholarship of discovering, preserving, teaching, and applying knowledge as it pertains to human movement, active living and healthy lifestyles. This is enhanced by a new state-of-the-art $33 million Kinesiology building, which provides an environment for faculty that is conducive to the development of high-quality research programs and delivery of excellent graduate and undergraduate student instruction. The University of Saskatchewan is unique in Canada in that the University houses all of the health science colleges, providing opportunities for collaborative endeavors.

FACULTY ACADEMIC PROGRAMMING (AP) POSITION

Assistant Professor
Foundational Activity/Theory and Coaching

Applications ere invited for a tenure-track academic programming appointment in foundational activity/theory end coaching commencing July 1, 2011.

Qualifications:
- Candidates must have a M.Sc. in Kinesiology or Physical Education
- Coaching Association of Canada Level 3 in Gymnastics certification
- Theory of Coaching Learning Facilitator in Competition-Development certification
- Demonstrated commitment to the teacher-scholar model
- Demonstrated experience working with undergraduate Kinesiology students
- A Bachelors degree in Education and previous experience in teaching physical education methods at the university level are preferred

Preference will be given to candidates who are capable of meeting the College's undergraduate teaching needs in foundational activity/theory and coaching courses in Kinesiology.

Duties:
Duties include teaching 18–21 c.u. per year, serve as requested on appropriate College and University committees and coordinate the foundational activity/theory and coaching streams of the curriculum and liaise with faculty, and participate in the Collegial processes of the College of Kinesiology.

Salary and Rank
This position is advertised at the Assistant Professor level. Salary will be commensurate with qualifications (range $82,388–$99,062 per annum).

FACULTY ACADEMIC PROGRAMMING (AP) POSITION

Assistant Professor
Fitness and Lifestyle

Applications are invited for e tenure-track academic programming eppointment in fitness and lifestyle commencing July 1, 2011.

Qualifications:
- Candidates must have a M.Sc. in Kinesiology or Physical Education
- Demonstrated commitment to the teacher-scholar model
- A minimum of five years coaching, program design and implementation experience of training programs with elite athletes preferably in the University context.
- Certified Exercise Physiologist Facilitator (CEP) and CSEP-Certified Personal trainer — instructor/examiner training considered an asset
- A minimum of five years teaching and service experience working with undergraduate Kinesiology students, the curriculum and the clinical precticum of senior undergraduates
- A minimum of five years liaising with faculty and staff and working as part of a fitness planning and development team
- Experience working in musculoskeletal rehabilitation as an exercise therapist is considered a strong asset
- Experience with local and provincial Kinesiology organizations is a definite asset

Preference will be given to candidates who are capable of meeting the College's undergraduate teaching needs in fitness and lifestyle and clinical practicum courses in Kinesiology.

Duties:
Duties include teaching 18–21 c.u. per year, serve as requested on appropriate College and University committees and coordinate the fitness and lifestyle stream of the curriculum and liaise with faculty, and participate in the Collegial processes of the College of Kinesiology.

Salary and Renk
This position is advertised at the Assistant Professor level. Salary will be commensurate with quelifications (range $82,388–$99,062 per annum).

APPLICATION PROCEDURES

Interested applicants should submit e letter of epplication outlining their scholarship interests, end teaching experiences. These materials, along with curriculum vitae and the names (addresses phone/fax and e-meil addresses) of three ecademic referees, should be sent to:

Dr. Adem Baxter-Jones, Acting Dean
College of Kinesiology
87 Campus Drive
University of Sesketchewan
Sasketoon, Saskatchewan, S7N 5B2

Phone (306) 966-1078
Fax (306) 966-6464
E-meil baxter.jones@usesk.ce

Closing Date for Receipt of Applications is June 22, 2011
The University of Saskatchewan is committed to Employment Equity. Members of designeted groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. All qualified candidates are encouraged to epply; however, Canadians end permanent residents will be given priority.

http://kinesiology.usask.ca/academics/

COMMENT OPINIONS

COMMENTARY

Compressed Courses Shortchange Students

Can students learn as much in a compressed course format? Several lines of reasoning suggest not, says Jim Clark.

MANY universities, my own included, offer compressed courses, generally to appeal to a broader range of students or to benefit from the brief availability of resource people other than regular faculty. This may involve block scheduling, in which students take successive, intensive courses over short periods during a term. In the extreme, students may receive half- or full-course credit for classes that meet for only one or two weeks. Both pedagogical and political considerations suggest faculty and their professional associations should be skeptical about the legitimacy of such efforts.

The critical pedagogical question is whether students can learn as much in a compressed course format, sometimes as short as a week or two. Several lines of reasoning suggest not. Consider trying to teach the content of a half course in a single week. It is extremely unlikely that one week allows sufficient time to cover the amount of content normally included in a full-term course, let alone a full-year course meriting six credits.

Such abbreviated courses may not even strive to mimic full-length courses; hence, they are given alternative labels (e.g., intensive institutes) to denote their special status. But a week of speakers, no matter how gifted, involves an amount of material many faculty would be discomfited to cover in a full term.

Simple calculations illustrate the implausibility that a week is sufficient to allow the amount of teaching and learning that occurs in a regular course. Class time alone for a regular term course over a 12-week period is equivalent to at least 30 hours (12 weeks x 2.5 hours), which means a minimum of six hours of lectures or other class activity during each day of a one-week compressed semester-length course, or at least 12 hours a day for a full-year course.

But learning does not occur only inside the classroom. Student counselling services recommend two hours of studying for each hour of class time, adding an additional 60 hours or more in an already abbreviated time. Even allowing for the fact that today's student studies less than in the past and well below the recommended time formula (estimated in a recent report to be about three hours a week per course for the average full-time student), there's still a requirement of another 36 hours or so. Quite the workload for a three-credit course, and double for a six-credit course.

Even if class and study time were magically equated to that of a regular term, well-established principles of learning negate any possibility that students in time-compressed courses would learn and remember as much as in traditional courses. One such principle is the spacing or distributed practice effect, which states that learning experiences spread over time promote better long-term retention of information. Severely compressed courses do not allow such spaced learning.

A related and well-established principle is that regular testing of learning and knowledge improves long-term memory for new material, again something that is impossible in an abbreviated format. Diverse other effects (e.g., interference effects, primacy effects) also raise similar questions about highly compressed formats of instruction.

Empirical tests of alternative formats addressing these issue is limited. Researchers have generally explored non-traditional formats not nearly as radical as those envisioned here. They often consider only end-of-course learning, rather than the long-term retention that is of primary interest; and the radically time-compressed classes may have no regular term equivalent that allows meaningful comparisons.

Notwithstanding these limitations, the relevant literature inspires little confidence that time-compressed courses work well. For example, substantial studies on students who take alternative or block scheduling in high school are generally not supportive of its effects. Several findings on learning outcomes show poorer long-term retention and students performing worse in university science courses.

These pedagogical considerations alone should give faculty and students pause for thought. But the political dangers of time-compressed courses, besides the lack of student learning, should also concern faculty.

One feature of some compressed courses is the "instructor content" — use of guest lecturers who bring special expertise to the theme of the institute. Such lecturers may have few ties with the institution and are unlikely to be concerned about the consequences of these courses for the academic integrity of the host university or to contribute to the myriad other services faculty provide to their home institutions.

Compressed courses thus exacerbate the excessive use of nontenured faculty to teach courses and continue a longstanding trend to reduce the role of and demand for tenured faculty. A recent report in the U.S. shows the past decade has seen a nine per cent reduction in tenured faculty at a time when enrollments increased by 27 per cent.

Portraying a time-compressed curriculum as fully consistent with a traditional course timeframe (i.e., meriting the same academic credit) also serves to decrease the value of regular courses. Apparently, faculty cover so little material in semester-length classes that the same content can be delivered and learned in a single week.

Although this supposed equivalence is false, it is hard to discredit given involved faculty and institutions provide equal credit for the course work, whether carried out over the space of one week, a semester, or an academic year.

Furthermore, administrators and faculty members who strive for this minimalist approach to university teaching contribute to the climate of increasing pessimism under which some faculty already operate. It reflects an "anything goes" attitude in efforts to increase enrollments and promote institutional images, irrespective of academic standards and student learning.

Time-compressed courses also feed anti-university sentiment in the wider community. Although less prevalent in Canada than in the U.S., segments of our society hold distorted and negative views of university faculty. In a recent presentation to a government body, for example, I was asked about the impression that faculty only work a few days a week and take extended time off during the summer. And some have equally negative and stereotypic perceptions of students as "coddled."

Such sentiments are only fueled by anything that gives the impression that the amount of work involved in teaching and learning a regular course can be compressed into a single week. Faculty and students should be finished with a semester's work in three weeks or less, and a degree afforded in a year or so.

Faculty, students and administrators are attracted to shorter compressed courses for diverse reasons. The work of teaching and learning is quickly over in the abbreviated time of class meetings, allowing faculty to focus on their other scholarly activites and students to work at outside jobs or gain additional credits without the effort required in regular classes. Administrators may like the "efficiency" of short courses and the image presented by institutes involving high-profile instructors.

Although there may be ways to mitigate some of these limitations (e.g., reading assignments that students are tested on at the start of the sessions), the numerous shortcomings and challenges of compressed courses should not be underestimated. At the very least, these novel and potentially damaging initiatives require proper evaluation of students' academic development — something rarely done in any serious way — and should be used judiciously or not at all. ■

Jim Clark is professor of psychology at the University of Winnipeg.

The views expressed are those of the author and not necessarily CAUT.

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